DOCUMENT RESUME

ED 221 500 SP 020 985

TITLE	America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curricula. Elementary Curriculum Guide.
INSTITUTION	Saint Paul Public Schools, Minn.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	82
NOTE	136p.; For related documents, see SP 020 986-993.
AVAILABLE FROM	Education Development Center, 55 Chapel Street, Newton, MA 02160 ($6.75; $56.00 for complete set of nine documents).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	American Indians; Asian Americans; Blacks; Cultural Differences; Elementary Education; *Females; Hispanic Americans; Learning Activities; *Lesson Plans; *Minority Groups; Multicultural Education; *Racial Bias; Resource Units; *Sex Bias; Sex Fairness; Social Discrimination; Stereotypes; Womens Studies

ABSTRACT

This curriculum guide, designed by elementary school teachers from the Minnesota school districts of Roseville and St. Paul, helps students to understand the status, needs, and contributions of minority group women: American Indian; Asian American; black; and Hispanic. The guide is intended for use by elementary grade teachers to integrate relevant aspects of the history, culture, and contributions of minority group women into existing classroom curricula. Lessons in this curriculum guide are divided according to key concepts: similarities and differences between people, stereotyping, and discrimination. Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and names of teachers who developed the lessons are listed. The minority female group taught about in the lesson is indicated, and major ideas and organizational themes are provided. A summary of each lesson provides teachers with a statement of content emphasis. Specific behavioral objectives are listed along with teaching procedures and activities designed to help students achieve the objectives. This section on teaching procedures and activities provides discussion questions, worksheets, and ideas. To evaluate the effectiveness of these activities, wrap-up activities are provided. A listing of books, articles, and other materials needed for each lesson is included in the resource section following each lesson plan. (JD)

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AMERICA'S WOMEN OF COLOR:
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULA

ELEMENTARY CURRICULUM GUIDE

Gloria L. Kumagai, Project Director

St. Paul Public Schools
Urban Affairs Department
St. Paul, Minnesota

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Printed and distributed by WEEA Publishing Center, 1982
at Education Development Center, Inc., 55 Chapel Street
Newton, Massachusetts 02160

ACKNOWLEDGEMENTS

Many people worked with us from October 1977 through September 1979 to produce this Elementary Curriculum Guide as well as the Teacher-Training Manual and Minority Women: An Annotated Bibliography.

The project staff would like to thank all of the Roseville Area Schools and St. Paul Public Schools' staff members who participated in the in-service workshops and developed, as well as field-tested, lesson plans for integrating material on minority women into their classroom curricula. A special thanks to the following teachers whose field-tested lessons appear in this guide:

Roseville	St. Paul Public Schools
Mary Bohling	Lora Allen
Myrna Boyken	Jane Baker
Joyce Bell	Armanda Jackson Barner
Kathy Bell Buhaug	Linda Fretheim
Anna May Johnson	Beverly Long
Lou Johnson	Judy Masters
Jan Karjalahti	Brenda McDaniels
Vickie Martineau	Dorothy McGee
Sharon McIntyre	Helen McLean
Nancy Schultz	Lois Moheban
Adele Whitehill	Carrie Williams

In addition, grateful acknowledgement is extended to the following for permission to reprint copyrighted materials which appear in this guide:

Berkeley (Calif.) Unified School District: "Emma Tenayucca: Chicana Labor Leader," in La Chicana by Chicano Studies and Women's Studies Programs, September 30, 1977, pp. 24-28.

Gerald Jann: "News Anchorpersons" by Mario Machado in Jade, Vol. 2, No. 4, July 1978, pp. 6, 7, 39-44.

Linda Wing: "Not Yet Brothers . . . And Sisters" in Sojourner IV by Asian Writers Project, Berkeley Unified School District, 1974.

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INTRODUCTION

AMERICA'S WOMEN OF COLOR: INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULA is a training and development program funded under the Women's Educational Equity Act, U.S. Department of Education. It is designed to help students understand the status, needs, and contributions of minority women of color, i.e., American Indian, Asian American, Black, and Hispanic; and to help teachers integrate relevant aspects of the history, culture, and contributions of these women into their existing classroom curricula. Based on the fact that both males and females, regardless of their racial ethnic group, are seriously limited in their information about minority women, it provides a process for meeting this deficit.

This project represents the work and commitment of many people during a two-year period. Although housed within the St. Paul Schools, it involved educators from the Roseville Area Schools and Hamline University. Through their efforts, a set of materials has been developed for use in staff programs at the elementary and secondary levels. These materials include this curriculum guide, five filmstrips on minority women and user's guides, a secondary curriculum guide, a teacher-training manual, and an annotated bibliography of materials and resources pertaining to women of color.

The following lessons and activities were developed by elementary teachers during the in-service workshops in which they gained skills for teaching about America's minority women, i.e., American Indian, Asian American, Black, and Hispanic, within their ongoing classroom curricula. They serve as examples of how information on minority women can be processed by teachers who participated in in-service sessions as part of the project. The guide is to be utilized in the sample workshop outlined in the Teacher-Training Manual. The lessons are intended to serve as a guide to educators; they are examples of ways to integrate curriculum about minority women into various subject areas, and they have been designed to increase student understanding of race and sex discrimination and their impact on minority women.

The lessons in this guide are divided according to key concepts which were used in developing them. They are:

Similarities and Differences: People can be similar or different in such respects as physical appearance, culture, and values. The lessons in this section focus on the sharing of feelings and needs as well as on unique aspects of minority women.

Stereotyping: Standardized images and conceptions can be applied to members of a certain group. The lessons on stereotyping deal with the many misconceptions about minority women and emphasize the differences among the four groups of minority women.

Discrimination: Making distinctions against minority women on the basis of both race and sex rather than on individual merit has been and continues to be common in this country. The lessons utilizing this key concept focus on how minority women are discriminated against as well as on their achievements in spite of race and sex biases.

The lessons listed under each key concept in the Contents reflect the diversity of subject areas in which the concepts can be integrated into classroom curricula.

CURRICULUM FORMAT

Each lesson plan is structured to emphasize one or more of the key concepts. Subject area, grade level, and the name of the teacher who developed it are listed at the top. "Group(s)" indicate which minority female group(s) is (are) included in the lesson. Major ideas and organizational themes are provided under the "Key Concept(s)" heading. Key concepts should facilitate the incorporation of the lessons into ongoing curricula.

The generalization for each lesson provides teachers with a statement of the content emphasis. Specific behavioral objectives are followed by activities designed to help students achieve them.

The section on teaching procedures and activities provides activities, discussion questions, worksheets, and ideas through which to present the main ideas of the lessons. To evaluate the effectiveness of these activities, specific wrap-up activities (or post-tests) are provided in the "Evaluation Procedures" section.

A listing of books, articles, and other materials needed for each lesson is found in the section, "Resources and Materials." Descriptions of books and articles can be found in Minority Women: An Annotated Bibliography, which accompanies this guide.

A NOTE TO USERS

Each lesson was field-tested by its developer. For those individuals who decide to use the lessons as written, the following steps are recommended:

1. The user should become knowledgeable about the four groups of minority women and the curriculum format used in developing the lesson plans. Background information in these areas can be found in the Teacher-Training Manual. In addition, the annotated bibliography provides a variety of resources to help potential users understand minority women.

2. The lesson should be read thoroughly. Space has been provided in the left margin for notes and/or comments.

3. Enough lead time should be allowed for teachers to become acquainted with materials and resources as well as to order them.

4. Enough time should be allowed for users to teach the lesson adequately. During the field-testing, developers sometimes found that they underestimated the amount of time that it took to implement their lessons. Lessons were revised after field-testing to accommodate their concerns. Some lessons were streamlined, others were revised to include teaching procedures and strategies which provide for easier implementation.

SIMILARITIES AND DIFFERENCES

NAMES: Vickie Martineau, Roseville Area Schools;
Judy Masters, St. Paul Public Schools

SUBJECT: Human Relations GRADE LEVEL: Kindergarten

Title of Lesson: Similarities and Differences between Ourselves and Asian American Females

Group(s): Asian American

Key Concept(s): Similarities and Differences

Generalization(s): People differ from one another in many ways, such as in cultural backgrounds, customs, and traditions. However, people are also very similar to one another. We all have the basic need to survive, as well as the need for families, friends, and useful activities.

Behavioral Objective(s):

Each student will be able to list verbally at least three ways in which they are the same as and at least three ways in which they are different from Asian American girls.

Teaching Procedures and Activities:

1. The teacher will read pages 3-5 in the "Teacher's Guide" to Understanding Chinese Americans for background information. The teacher will then present the filmstrip "Getting to Know Carol Low" from the series Understanding Chinese Americans.

   The teacher will elicit responses to questions 1-3 under "Post-Viewing Activities-A. For Class Discussion"; see page 5 of the "Teacher's Guide."

2. Each student will complete the cut-and-paste activity included with the filmstrip.

3. Teacher will read the book Chinatown Sunday to students. Teacher should point out the following list of American (European) celebrations and the Chinese celebrations discussed in the book, emphasizing the similarities and differences between the two.

American (European) Celebrations

Memorial Day
Birthday Party
January 1/New Year's Day

Chinese Celebrations

Ching Ming (Chinese Memorial Day)
One-Month Party
Old-Age Party
Chinese New Year

4. Using pictures in the book Chinatown Sunday, teacher will point out to students that all Asian Americans do not always eat with chopsticks. Provide students with chopsticks and something simple to eat, like rice or cooked vegetables; allow students to try eating with chopsticks. Teacher's note: If possible, try to have an Asian American woman from your community visit your class and demonstrate how to use chopsticks properly.

5. Teacher will introduce children to the abacus. For background information, the teacher may wish to look at The Japanese Abacus: Its Use and Theory. Almost any abacus you buy will have accompanying instructions. Inform students that the abacus was developed by Asians to help them count quickly and that in this respect, it is similar to the modern pocket calculator. Have each student do the following simple arithmetic using the abacus:

(1)	1 + 1	(3)	5 + 5	(5)	10 + 1
(2)	3 + 2	(4)	5 + 6	(6)	10 + 2

6. Teacher will read to students "Camelia," pages 29-42, in Got Me a Story to Tell. Be sure to point out Camelia's statement: "My teacher told us that Indians were the first Americans. That's why we call them Native Americans. All other Americans came after that from someplace else. Just like me." Elicit responses to the following questions and write them on the chalkboard:

   a. Did your relatives, or ancestors, originally come to the United States from another country, like Camelia's?

b. Camelia's relatives came to the United States from China. What country did your relatives come from?

c. Using a map, the teacher should conduct a discussion comparing the different places the students' ancestors came from and pointing out the geographical locations.

7. Teacher should make students aware that some people speak and write differently from them. Using as a guide page 31 in "Camelia," from Got Me a Story to Tell, write the English version of Camelia's name, Gee Shui Yee, on the chalkboard. Show students Camelia's name written in Chinese calligraphy, page 31. Teacher should explain to students that Chinese characters are made with a calligraphy brush, whereas English letters are written with a pen or pencil. Provide each student with a paint brush, paint, and a sheet of paper. Instruct students to write their name on a sheet of paper using the paint and paint brush. Teacher's note: If possible, try to have an Asian American woman from your community visit your class and give a demonstration of calligraphy.

8. Teacher will read the book Friends, Friends, Friends to students. Elicit responses to the following questions and write them on the chalkboard:

   a. What kinds of things (activities) does Kim do with her friends?

   b. What kinds of things (activities) do you do with your friends?

   c. Are any of the things you do similar to, or the same as, the things that Kim does?

   d. What kinds of things do you do that are different from the things which Kim does?

9. On a large sheet of paper, each student will draw a picture of Kim doing an activity that the student also likes to do.

Evaluation Procedure:

Show the students a picture of an Asian American girl. The teacher may wish to use the last picture in the book Friends, Friends, Friends. Ask students to tell you at least three ways in which they are similar to this girl, or any other Asian American girl. Next, ask students to tell you at least three ways in which they are different from this girl or any other Asian American girl. The teacher should write down student responses.

Resources and Materials:

Bales, Carol Ann. Chinatown Sunday: The Story of Lillian Der. Chicago: Reilley and Lee Books, 1973.

"Getting to Know Carol Low," from Understanding Chinese Americans. San Francisco: The Association of Chinese Teachers, 1976. Filmstrip series.

Jaynes, Ruth. Friends, Friends, Friends. Los Angeles: Bowmar Publishing Corp., 1967.

Kojima, Takashi. The Japanese Abacus: Its Use and Theory. Rutland, Vt.: Charles E. Tuttle Co., 1974.

Yee, Sylvia, and Kokin, Lisa. Got Me a Story to Tell. San Francisco: St. John's Educational Threshold Center, 1977.

Chopsticks

Abacus

Paper

Paint

Paint brushes

Crayons

NAME: Kathy Bell Buhaug, Roseville Area Schools

SUBJECT: Human Relations GRADE LEVEL: K-2

Title of Lesson: Similarities and Differences between Ourselves and Black American Females

Group(s): Black

Key Concept(s): Similarities and Differences

Generalization(s): Many similarities and differences exist between all people and Black American women. Differences contribute to an individual's uniqueness.

Behavioral Objective(s):

Each student will be able to describe verbally three similarities and three differences between her/himself and a Black American girl.

Teaching Procedures and Activities:

Day I

1. Teacher will read to students Sunflowers for Tina. Teacher will elicit responses from students concerning Tina's daily life and emotions as explained in the book.

   Key discussion questions:

   a. How was Tina's life similar to yours? (Answers will vary.)

   b. How was Tina's life different from yours? (Answers will vary.)

   c. How does Tina feel in the beginning? (She wants to grow something such as flowers or vegetables.)

   d. How does she feel at the end? Why? (Very happy. She decided to make her grandmother happy by pretending to be a sunflower herself.)

   e. What was Tina's summer like? (She spent the summer wishing for a garden.)

f. Did she get her wish? How? (Yes and no. Her brother showed her some beautiful sunflowers that were growing in a vacant lot. He was going to cut them down for her, but she decided to leave them there to watch because they were so beautiful.)

2. Teacher will read Oh, Lord, I Wish I Was a Buzzard to students. Discuss with students the girl's dreams.

   Key discussion questions:

   a. Why do you think this little girl said she wished to be a buzzard, a dog, a snake, a partridge? (It was so hot, she wanted to rest and be cool.)

   b. What type of dreaming do you call what she was doing? (Daydreaming.)

   c. Do you ever dream? About what? When? (Answers will vary.)

Day II

1. Teacher will put the word "different" on the chalkboard and elicit responses from students concerning their understanding of the word.

   Possible questions:

   a. What color are your eyes? Compared to your family's?

   b. What color is your hair? Compared to your friends'?

   c. How do you spell your name, compared to your friends' names?

   d. What is your favorite color?

2. Emphasizing the same questions, teacher will show pictures of Black girls in various settings.

   Possible questions:

   a. Do all Black girls do similar or different work?

b. Do all Black girls enjoy doing exactly the same or different types of things?

c. Do all Black girls have the same names?

3. Teacher will read Why Am I Different? Use this book for beginning a discussion on differences.

   Key discussion question:

   What makes differences? (Possible answers: body sizes, hair colors, food preferences, ability levels, family lifestyles, languages, likes, dislikes, sex, race.)

4. Teacher will make a color wheel. Include skin colors, hair colors, and eye colors of different minority girls.

   Key discussion questions:

   a. Is it possible to pick one color for all Black girls? Mention that there are many differences even in the outer appearances of Black women.

   b. Teacher will emphasize that the color wheel represents the many differences that exist between each student and Black females.

5. Students will make a color wheel with four spaces. Two should include their favorite happy colors, two should include their sad colors. Students should explain their reasons for differences.

Day III

1. Teacher will read A Look at Prejudice and Understanding.

Key discussion questions:

a. Explain the meaning of prejudice. (When a person prejudges people or groups without getting to know them first.)

b. How does this word relate to differences? (Each individual person has a right to be different, without people prejudging her/him.)

2. Students will give examples of differences between themselves and Black women.

Possible questions:

a. Do all Black girls enjoy planting a garden?

b. Do you enjoy planting a garden?

c. Do all Black girls daydream?

d. Do you daydream?

Evaluation Procedure:

Each student will describe verbally three similarities and three differences between herself/himself and one of the Black females chosen.

Resources and Materials:

Anders, Rebecca. A Look at Prejudice and Understanding. Minneapolis: Lerner Publications, 1976.

Baldwin, Anne Norris. Sunflower for Tina. New York: Scholastic Book Services, 1970.

Greenberg, Polly. Oh, Lord, I Wish I Was a Buzzard. New York: Macmillan, 1968.

Simon, Norma. Why Am I Different? Chicago: Albert Whitman and Co., 1976.

NAMES: Vickie Martineau, Anna May Johnson, Lou Johnson, and Mary Bohling, Roseville Area Schools

SUBJECT: Human Relations GRADE LEVEL: K-2

Title of Lesson: Similarities and Differences between Ourselves and American Indian Females

Group(s): American Indian

Key Concept(s): Similarities and Differences

Generalization(s): Many similarities and differences exist between ourselves and the American Indian.

Behavioral Objective(s):

Each student will be able to list three ways in which she/he is similar to and three ways in which she/he is different from an American Indian female.

Teaching Procedures and Activities:

1. The teacher will show the class the filmstrip "Unlearning 'Indian' Stereotypes." The teacher will discuss with students the seven areas for discussion listed on pages 24 and 25 under "Activities for Unlearning 'Indian' Stereotypes" in the teacher's guide which accompanies the filmstrip.

2. The teacher will read Wanda Kee Wah Din to the class and discuss with students the lifestyle of Wanda.

   Key discussion questions:

   a. How is Wanda's daily life similar to yours?

   b. What kinds of things does Wanda do that you do?

   c. How is Wanda's life different from yours?

   d. What kinds of things does Wanda do that are different from the things you do?

   e. How is Wanda's lifestyle affected by her culture?

3. The teacher will list on the chalkboard student responses to the following two questions:

   a. What are two ways in which your mother or female guardian is similar to or does things similar to Wanda's mother?

   b. What are two ways in which your mother or female guardian is different from or does things differently from Wanda's mother?

4. Supplementary Activity:

   Each student will make a necklace similar to those made and worn by the Plains Indians. Instructions for this activity can be found on page 9 in Vegetable Soup Activities.

Evaluation Procedure:

Each student will write down three ways in which she/he is similar to and three ways in which she/he is different from an American Indian female, i.e., Wanda Kee Wah Din. Kindergarten children may give their lists verbally.

Resources and Materials:

Aitken, Larry P. Wanda Kee Wah Din. Bemidji, Minn.: Tri-State Community Action Project, 1971.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

"Unlearning 'Indian' Stereotypes." New York: Council on Interracial Books for Children, 1977. Filmstrip.

Paper

Pencils

NAME: Judy Masters, St. Paul Public Schools

SUBJECT: Character Education GRADE LEVEL: Kindergarten

Title of Lesson: Understanding Differences

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Similarities and Differences

Generalization(s): People differ from each other in many ways and yet are similar.

Behavioral Objective(s):

Each student will be able to list verbally four ways in which she/he is similar to and different from minority women.

Teaching Procedures and Activities:

Day I

1. Teacher will introduce the concept of differences in a positive and meaningful way by discussing the unique differences of each student.

   a. Discussion:

      Teacher will hold up pictures of various animals and write sentences on board, asking students to fill in the blanks.

      A bird can _____. (fly)

      A fish can _____. (swim)

      An inchworm can _____. (crawl)

   b. Dialogue:

      Teacher: Who can fill in the blanks with the correct answers?

      Students: A bird can fly.

      Teacher: What makes a bird different from a fish?

      Students: A fish can swim, etc.

Teacher: How do you feel about the unique differences of each animal?

Students: (Answers will vary.)

Teacher: Should we dislike the bird because we do not fly like it does and it does not walk like we do?

Teacher will elicit responses from students.

Teacher: Who can explain what is unique about each animal? Name three things that make each different from the other.

Students: (Answers will vary.)

2. Teacher will continue to discuss the concept of differences by asking each student to name three unique things about himself/herself. Teacher will give students some examples on board, such as:

language
food likes and dislikes
happy and sad color preferences
favorite animals
what is important when playing games
favorite games

(Note: Teacher may use others.)

3. Teacher will read to students Why Am I Different?

Key discussion questions:

a. On page 8, people are different sizes. Are people in our class different sizes?

b. On page 12, the students talk about students doing different classroom activities and lessons. Do we all do the same type of work?

c. Teacher will use pages 1 and 2 of Rainbow Activities. Students will make rainbows as instructed.

Day II

1. Teacher will have students experience what makes people different colors by using Vegetable Soup Activities, pages 59 and 60.

   Teacher will continue to emphasize importance of being unique and different by having each child stand and use one of the following words to begin explaining her/his color.

   Example: My name is _____. I'm unique in every way. My physical color is _____.

2. Teacher will use ideas from Vegetable Soup Activities, "Why Doesn't Everyone Speak the Same Way I Do?" page 70 and 71. Teacher will emphasize that uniqueness in language comes from peoples' various backgrounds.

3. Teacher will read to students Boys and Girls, Girls and Boys. Teacher will elicit responses from students.

   Key discussion questions:

   a. What activities do girls enjoy? (Answers will vary.)

   b. What activities do boys enjoy? (Answers will vary.)

   c. Do all children enjoy the same activities? (No.)

4. Using pictures from Vegetable Soup Activities which students previously cut out, allow students to work in groups. Ask students if they know any minority women. If students do know minority women, ask them to tell the class one unique thing about them. Examples such as those used in #2 of Day I should be used. Put answers on board. If students give stereotypic answers, turn this into a learning experience and use a category separate from other words. After discussion, explain that words were separated because they are not unique, but show certain ways that people believe all minority women appear to be; they are ideas

formed without our knowing facts. If students do not know any minority women, teacher should mention names such as: Yvonne Burke, Emma Tenayucca, Buffy Sainte-Marie, and Patsy Mink. Teacher should explain to students that although minority women are spoken of in terms of groups, such as American Indian, Asian American, Black, and Hispanic, each person in each group is a unique individual.

5. Class will compose a poem about similarities and differences between themselves and minority women. Teacher will write on board as each student contributes one word.

Evaluation Procedure:

Each student will list verbally for the teacher four ways in which she/he is different from minority women and four ways in which she/he is the same.

Resources and Materials:

Merriam, Eve. Boys and Girls, Girls and Boys. New York: Holt, Rinehart, & Winston, 1972.

Seattle Public School District #1. Rainbow Activities. South El Monte, Calif.: Creative Teaching Press, 1977.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

Simon, Norma. Why Am I Different? Chicago: Albert Whitman and Co., 1976.

Paper

Crayons

NAMES: Betty Marano and Helen M. McLean, St. Paul Public Schools

SUBJECT: Language Arts and Human Relations GRADE LEVEL: 2-3

Title of Lesson: Minority Female Characters in Stories

Group(s): Asian American, Black, and Hispanic

Key Concept(s): Similarities and Differences

Generalization(s): People differ from one another in many ways, such as in cultural background, customs, and traditions. However, people are also very similar to one another. We have the basic need to survive, as well as the need for families, friends, and useful activities.

Behavioral Objective(s):

Each student will list three similarities and three differences between herself/himself and minority females after hearing three stories.

Teaching Procedures and Activities:

1. The teacher will show the jacket cover from three books about minority females which will later be read to the group.

   Children are to state verbally differences and similarities between themselves and the pictured females.

2. The teacher will read Gabrielle and Selena to students.

   Conduct a class discussion after the reading on the similarities and differences between the main characters in Gabrielle and Selena.

   Key discussion questions:

   a. In what ways did the girls look different? (Selena is a Black girl with short, curly, black hair and brown eyes. Gabrielle is a white girl with long, blonde hair and hazel eyes.)

   b. In what ways did they act differently? (Gabrielle was shy and withdrawn. Selena was happy and outgoing.)

c. Do you think all white girls act like Gabrielle? (No.)
Do all Black girls act like Selena? (No.)

d. In what ways are the girls similar? (They are both girls, live in the same neighborhood, and like one another.)

3. Teacher will read Jo, Flo, and Yolanda to students. Discuss the similarities and differences between the three main characters and themselves.

Key discussion questions:

a. How are Jo, Flo, and Yolanda alike? (They have the same birthday, same teacher, same parents, live together.)

b. How are they different? (They are different physically and like different things.)

c. How are you like Jo, Flo, and Yolanda?

d. How are you different?

4. Teacher will list children's responses on chalkboard in column fashion.

Example

We	Jo, Flo, Yolanda

Later, transfer responses to large chart paper for spelling and reference.

5. Teacher will read Friends, Friends, Friends to students and discuss similarities and differences between themselves and Kim.

Key discussion questions:

a. Do you look like/different from Kim?

b. Do you have the same kinds of friends as Kim does? Which are the same? Which ones are different? How do friends make Kim feel? How do your friends make you feel?

c. What things do you look for in choosing a friend?

6. The teacher will discuss the children's tasks that can be accomplished by all of the group members helping and working together. Illustrate the strength of chains--to unite a group, to protect.

   The characters in the stories belong to different racial groups. Review this fact with the class. Point out the racial composition of the class and school. Bring out how the differences and similarities in the class make it an interesting or strong group bound by a chain of friendship.

7. The teacher will give each student four strips of paper: white, black, brown, yellow. Explain that the strips represent the four racial groups we read about. They are to write on the strips a difference and a similarity between themselves and these minority female characters.

   The strips are pasted to form rings. Each student joins the rings in chain fashion. The chain can be displayed around the bulletin board.

Evaluation Procedure:

Students will list three similarities and three differences between themselves and the minority females of three racial groups on strips of paper to form a friendship chain.

Resources and Materials:

de Paix, Carol. Jo, Flo, and Yolanda. Chapel Hill, N.C.: Lollipop Power, 1973.

Desbarates, Peter. Gabrielle and Selena. New York: Harcourt Brace Jovanovich, 1973.

Jaynes, Ruth. Friends, Friends, Friends. Glendale, Vt.: Bowman Publishing Corp., 1967.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

Chart paper

Colored construction paper strips

Pencils

NAMES: Armanda Jackson Barner, Dorothy McGee, Carrie Williams, and Jane Baker,
St. Paul Public Schools

SUBJECT: Social Studies GRADE LEVEL: 2-3

Title of Lesson: Minority Females and Their Many Differences

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Differences

Generalization(s): Although minority females are referred to as a group, there are numerous differences that exist among them. These differences can be seen when we study their cultures, families, customs, and careers.

Behavioral Objective(s):

Each student will be able to recognize and identify each minority group of females.

Each student will be able to recognize and name two differences that exist among minority females.

Teaching Procedures and Activities:

Day I

(Note: Teacher will explain to students that they will learn about four little girls representative of four minority groups. These four groups are American Indian, Asian American, Black, and Hispanic.)

1. Teacher will read to students the story Abby.

   Key discussion questions:

   a. What did Abby enjoy doing? (Looking in her baby book.)

   b. Who was Kevin? (Abby's brother.)

   c. How did Kevin become Abby's brother? (Kevin's parents adopted Abby.)

d. Did Abby feel like a special person in the family? Why? (Yes, answers will vary.)

e. What did Abby's mother do? (She was a writer.)

f. Did you enjoy this story? Why or why not?

g. Do you know any Black girls? How are they different from Abby?

2. Teacher will read to students the story I Love My Grandma.

Key discussion questions:

a. Who is telling this story? (An Indian girl.)

b. Does she live with her grandma alone? (No, her mom and dad, also.)

c. Whom does this little girl feel that she learns a lot from? (Her grandma and Mr. James.)

d. Name two things this little girl and her grandmother do together. (Answers will vary.)

e. Do you know any American Indian girls? How are they different from other girls?

Day II

1. Teacher will read to students the story Dance, Dance, Amy-Chan!

Key discussion questions:

a. What were the little girls' names in this story? (Amy and Susie.)

b. Whom did they like to go visit in the city? (Their grandmother and grandfather.)

c. What did their grandparents call them? Why? (Amy-Chan and Susie-Chan, because "chan" used after a first name means "dear child.")

d. Name one thing their grandparents did when they were visiting and it was raining. (Answers will vary, e.g., read stories, taught them songs, folded colored paper to make birds.)

e. What was the special event Amy participated in? (The O-Bon Festival.)

f. What are some things that happened on the day of the festival? (Answers will vary.)

g. Do you know any Asian American girls? How are they different from Amy and Susie?

2. Teacher will read to students the book <u>What Do I Do?</u>

Key discussion questions:

a. Who is the little girl in this story? (Her name is Consuelo.)

b. What minority group do you think she belongs to? (Hispanic.)

c. What country is she from? (Puerto Rico.)

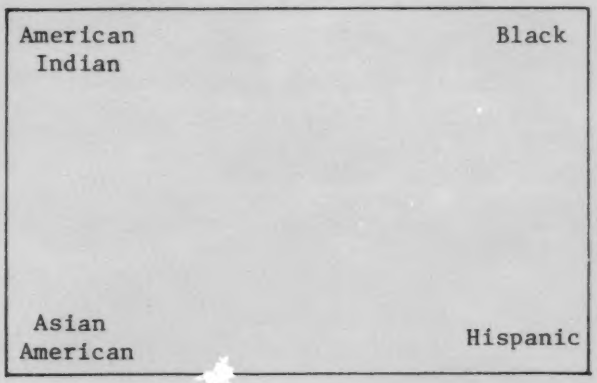
d. What are some of the things Consuelo does during the day? (Answers will vary.)

e. Do you know any Hispanic girls? How are they different from Consuelo?

<u>Day III</u>

1. Teacher will divide students into four groups and assign each a minority group. They are to cut pictures out of magazines for their assigned group only. Each group should find not fewer than five pictures of minority women in different situations.

After each group finishes cutting pictures, teacher will paste all pictures on one big poster in the different sections using suggested format:



2. After completion of collage, ask students the following questions:

   a. Do all American Indian women look different or similar? (Different.)

   b. How do you think their culture makes them different? (Answers will vary.)

   c. Do Asian American females live in Asia or America? (America.)

   d. Are all Asian American females similar or different? Why? (Different, because each is an individual person.)

   e. Are all Black females different because of their culture and environment? (Yes.)

   f. Do all Black women look similar? (No. Black women are all individuals; therefore, each has a uniqueness of her own in features, skin tones, personality.)

   g. Are all Hispanic women similar because some speak only Spanish? (No. Ask students to explain their answers.)

   h. Are all Hispanic women from different parts of Mexico? (No. They are not only from different parts of Mexico, but also from North, Central, and South America.)

3. Teacher, using collage, will ask for volunteer students to identify the different groups of minority women.

Evaluation Procedure:

Using the Worksheet, each student will put a check next to all the women of color.

Each student will name two differences that exist among all minority females.

Resources and Materials:

Caines, Jeannette. Abby. New York: Harper & Row, 1973.

Hawkinson, Lucy. Dance, Dance, Amy-Chan! Chicago: Albert Whitman and Co., 1969.

Palay, Steven. I Love My Grandma. Milwaukee, Wis.: Raintree Editions, 1977.

Simon, Norma. What Do I Do? Chicago: Albert Whitman and Co., 1969.

Worksheet

Magazines

WORKSHEET

WOMEN OF COLOR

1. Put a check next to all the women of color:

____ 1. Hispanic Women

____ 2. White Men

____ 3. Black Men

____ 4. Asian American Men

____ 5. American Indian Women

____ 6. White Women

____ 7. American Indian Men

____ 8. Black Women

____ 9. Hispanic Men

____ 10. Asian American Women

2. Name two differences that exist among all minority females.

NAME: Sharon McIntyre, Roseville Area Schools

SUBJECT: Social Studies GRADE LEVEL: 4-5

Title of Lesson: Comparing Family Experiences

Group(s): Asian American

Key Concept(s): Similarities and Differences

Generalization(s): There are many similarities and many differences between Asian American females and non-Asian American females.

Behavioral Objective(s):

Each student will be able to list three similarities and three differences between herself/himself and the Asian American girls featured in this unit.

Each student will be able to write a paragraph describing similarities and differences between her/his mother and one Asian American woman featured in this lesson.

Teaching Procedures and Activities:

1. Students will read the selections "The Chan Family" and "Mrs. Kim" from Asian American People and Places, Ethnic Understanding Series.

   Students will then be asked to choose one of the following activities:

   a. Interview their mother or female guardian, asking the following questions:

      (1) What is your present occupation? (Housewife, teacher, etc.)

      (2) What different kinds of jobs have you done in your life? (Answers will vary.)

      (3) Would you have liked to have done other things in your life?

      (4) Do you think women should try to do other things besides being a housewife and mother? Why?

(5) What is your main interest outside of your job and household duties?

b. Interview their mother/grandmother or other older female relative, asking the following questions:

(1) When did our family immigrate to the United States?

(2) Why did our family immigrate to the United States?

(3) What particular hardships or problems did our family face after we immigrated to the United States?

(4) What particular problems did an immigrant widow have?

(5) Where did our family first settle in the United States after we immigrated here?

Students will then use their interview questions to write an essay. Depending on which interview they have chosen, their essay should be either: A. "My Mother: Her Occupation and Attitudes on Women's Roles," or B. "Immigrants in the United States: A Woman's View."

2. Entire class will view the filmstrip "Chinatown," from the Five Families filmstrip series.

Elicit responses to the following questions:

a. List three things that this family does in their daily lives that are different from the things which your family does.

(1) _____

(2) _____

(3) _____

b. List three things that this family does in their daily lives that are similar to the things which your family does.

(1) _____

(2) _____

(3) _____

c. List three activities that the woman and girl do in this filmstrip.

(1) _____

(2) _____

(3) _____

d. Are these activities similar to or different from the activities that you, your mother, or sister(s) do each day?

Explain how these activities are similar or different.

3. Supplementary Activity:

To stress further the similarities and differences between the students and Asian Americans, introduce the children to the Chinese American version of hopscotch on pages 30 and 31 in Vegetable Soup Activities. The teacher should explain the game to students, then divide the class into integrated groups of four to five children, and have them try the game.

Evaluation Procedures: Each student will demonstrate increased knowledge of the similarities and differences by listing three ways in which she/he is similar to and different from Asian American girls featured in this lesson.

Each student will write a paragraph describing similarities and differences between one's mother and an Asian American woman.

Resources and Materials:

Asian American People and Places. Ethnic Understanding Series. Los Angeles: Visual Communications/Asian American Studies Central, 1972.

"Chinatown," from Five Families. New York: Scholastic Book Services, 1972. Filmstrip.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

STEREOTYPING

NAMES: Lois Moheban and Linda Fretheim, St. Paul Public Schools

SUBJECT: Career Education GRADE LEVEL: Kindergarten

Title of Lesson: Nonstereotypic Occupations

Group(s): Hispanic

Key Concept(s): Stereotyping

Generalization(s): All Hispanic women do not have the same occupation. Hispanic women have different areas of interest and are found in a variety of career areas.

Behavioral Objective(s):

Each student will be able to name two nonstereotypic occupations held by Hispanic women.

Teaching Procedures and Activities:

1. Teacher will elicit verbal responses from students, asking them to discuss their mothers' occupations.

   Note: If students state that mother does not work, but stays home, teacher should encourage students to think about responsibilities mothers have.

   Sample questions:

   a. Do you think cooking and making your lunch is work?

   b. Do you think washing clothes is work?

   Emphasize that women should be able to make their own decisions about their job situations.

2. Teacher will ask students to think about careers of other women they know.

   For example:

   a. Relatives
   b. Friends of their mothers
   c. People they know who work with them every day

3. Teacher will read A Woman Is . . . .

4. Ask students to name one person they know who is in one of the occupations in the book.

5. Teacher will ask students if they know any Hispanic women. Teacher will encourage the class to discuss the types of occupations of Hispanic women whom they know.

6. Using Women at Work, pages 142, 173, 202, and 262, teacher will show students pictures of Hispanic women in four occupations.

7. Teacher will elicit responses from students about their mail carriers.

   Note: Teacher will have to use discretion based on type of answers students give.

   Key discussion questions:

   a. Do you have a woman mail carrier? If not, why do you think this is so?

   b. Do you have a minority woman mail carrier? If not, why do you think this is so?

   c. Do you think it is possible for a Hispanic woman to be a mail carrier?

8. Teacher will tell students that she will read a story to them about a mail carrier who is a Hispanic woman.

9. Teacher will read the story My Mother the Mail Carrier.

   After reading the story, teacher will elicit responses to questions.

   Key discussion questions:

   a. Does Lupita's mother like her work? (Yes.)

   b. Does she do a good job? (Yes.)

   c. How do we know? (Answers will vary.)

d. Is her mother strong enough for her job? (Yes; she carries different amounts at different times. Sometimes, the mail bag is very heavy with books and magazines.)

e. How do we know she is brave? (She doesn't run from dogs, but calms them down when they try to bite her.)

f. Is it strange to have a woman mail carrier? (Some people thought so in the story, but it isn't strange to have a woman mail carrier.)

Evaluation Procedure:

Each student will draw a picture of two Hispanic women in nonstereotypic occupations and verbally name the occupations they have drawn. Nonstereotypic occupations include mail carriers, truck drivers, doctors, construction workers, and businesspersons.

Resources and Materials:

Maury, Inez. My Mother the Mail Carrier. Old Westbury, N.Y.: The Feminist Press, 1976.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1975.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

NAME: Lora F. Allen, St. Paul Public Schools

SUBJECT: Career Education GRADE LEVEL: 2

Title of Lesson: Careers of Minority Women

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Stereotyping

Generalization(s): Minority women are often stereotyped in our society as being baby sitters, cooks, maids, etc. However, minority women are employed in a variety of occupations.

Behavioral Objective(s):

Each student will be able to construct a collage showing minority women in a variety of jobs.

Teaching Procedures and Activities:

1. Students will verbally list jobs which minority women can hold. Teacher will write list on board as students contribute.

2. Teacher will read over list of occupations which students have contributed.

3. Each student will do the following activities:

   a. List four occupations which minority women can hold.

   b. Look in magazines and find four pictures of minority women in the four listed occupations.

   c. Cut out the pictures.

   d. Paste pictures on construction paper.

   e. Make class collage of all of the pictures of minority women and their occupations.

4. Teacher will compile a resource list of local minority women in various occupations and share it with the students.

5. Students will be divided into groups of four or five. Each group of students will select one minority woman and do one of the following activities:

   a. Telephone interview--questions must be made up before calling.

   b. Write letter asking about her job.

   c. Invite her to talk with the class.

   d. If possible, arrange to visit at place of work.

   Questions to ask:

   (1) Why did/does the job interest you?

   (2) Are there other minority women in your occupation?

   (3) Why did you choose this kind of work?

   (4) What is hard about doing your job?

6. The students can combine all of their information and develop a class scrapbook.

7. Teacher will conduct a class discussion.

   Key discussion questions:

   a. What kinds of jobs can minority women have?

   b. What kinds of jobs have you seen them in?

   c. Do minority women hold a variety of jobs? (Yes.)

   d. Can minority women be found in a variety of jobs?

Evaluation Procedure:

Each student will make a collage with pictures of minority women in a variety of jobs.

Resources and Materials:

Paper

Pencils

Paste

Magazines

Scissors

Resource list of local minority women workers

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NAME: Helen M. McLean, St. Paul Public Schools

SUBJECT: Social Studies (Human Relations) GRADE LEVEL: 1

Title of Lesson: The American Indian Woman: Role in the Tlingit Tribe

Group(s): American Indian

Key Concept(s): Stereotyping

Generalization(s): American Indian women have been and are often the subject of inaccurate stereotypes. These stereotypes limit our having realistic perceptions of American Indian women in regard to their historical roles.

Behavioral Objective(s):

Each student will be able to list and describe two tasks which Tlingit women did that made them the foundation of tribal survival.

Teaching Procedures and Activities:

1. Teacher will read pages 1-3, 9-11, 20-23, and 40-42 of Kahtahah, the story of a little Tlingit girl.

   Key discussion questions:

   a. What jobs were given to the women of the tribe? (Possible answers: Housing construction; putting up poles for a new home; skinning hides; making clothing; preparing food; caring for children; supplying food for long hunts by the men; making baskets to preserve food.)

   b. What would have happened to a tribe if there were no women to do the tasks listed? (In discussion, stress and develop the awareness that American Indian women in the tribe were brought up to serve other human beings, often denying their own potential, but this service really meant that the tribe's survival rested on the women's many activities and contributions.)

2. Teacher will help students understand the importance of the woman's role in the tribe. Teacher will make a large chart comparing the Tlingit women's tasks with job choices of today (see example below). Students can use magazines and cut out pictures of various occupations. Teacher can include pictures on chart or students can paste pictures on construction paper. Chart or charts could be displayed before the class.

Indian Women's Jobs	Jobs of Today
Providing housing Put up homes Stretched and cured hides for covering	Industrial jobs Construction jobs
Curing animal hides	Tanning industry jobs Shoe Leather
Preparing food	Cooks; chefs
Preserving food	Preparing frozen foods Preparing dried foods
Making clothing	Clothing industry jobs
Caring for children	Nursery school worker
Training of the girls	Teacher

Key discussion question:

Do Indian women still do jobs as listed on this chart? (Yes, varies from tribe to tribe.)

3. Supplementary Activity:

Read Wanda Kee Wah Din to the class.

Discuss with students the lifestyle of Wanda today, using the following questions:

a. How is Wanda's daily life similar to yours?

b. What kinds of things does Wanda do that you do?

c. How is Wanda's life different from yours?

d. What kinds of things does Wanda do that are different from things you do?

List on chalkboard the student responses.

Evaluation Procedure:

Each student will list and describe two tasks which Tlingit women did in their tribe.

Resources and Materials:

Aitken, Larry P. Wanda Kee Wah Din. Bemidji, Minn.: Tri-State Community Action Project, 1971.

Paul, Frances Lackey. Kahtahah. Anchorage, Alaska: Northwest Publishing Co., 1977.

NAMES: Betty Marano and Helen M. McLean, St. Paul Public Schools

SUBJECT: Social Studies GRADE LEVEL: 1-2

Title of Lesson: Minority Women and Occupations

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Stereotyping

Generalization(s): Stereotyping of minority women limits our perceptions of them in the world of work.

Behavioral Objective(s):

Each student will be able to draw minority women in a variety of occupations.

Teaching Procedures and Activities:

1. Teacher will display and discuss occupational photos found in books such as Women at Their Work and Women at Work.

2. Teacher will read A Woman Is . . . and discuss what each woman is doing. Point out that each woman belongs to a particular minority group and ask students if they have seen other women doing what the women in the book are doing. If so, were the women members of a minority group?

3. Teacher will read Annette the Tractor Driver and discuss sex-role stereotyping, emphasizing Annette's cultural heritage.

   Key discussion questions:

   a. Why did the men think that Annette couldn't drive a tractor? (Because she is a woman.)

   b. Have you ever seen a Hispanic woman driving a tractor? (Answers will vary.)

   c. How do you think Annette felt when the people did not believe that she could drive a tractor? (Answers will vary.)

4. Teacher will read aloud "Doctor Jenny" from Asian American People and Places and discuss her job as a doctor.

   Key discussion questions:

   a. What ethnic group does Doctor Jenny belong to? (Pilipino American.*)

   b. What kinds of things does she do? (Works at the Mid-City Clinic, sees patients at her office, and works on community issues, etc.)

5. Teacher will elicit answers from students. What roles or jobs do you see Hispanic women having on TV? (Answers will vary.)

   What jobs do Asian American women always seem to have? (Answers will vary.)

6. Teacher will have students draw pictures of minority women representative of the American Indian, Asian American, Black, and Hispanic groups in different occupations. Post the pictures around the room.

Evaluation Procedure:

Students will be able to draw minority women in different occupations. This activity can be done prior to and after the lesson to note changes in student perceptions. The teacher should note how minority women are drawn by the students before and after evaluation. Drawings of minority women should not be physically stereotypic.

Resources and Materials:

"Doctor Jenny," from Asian American People and Places. Los Angeles: Visual Communications/ Asian American Studies Central, 1972.

English, Betty Lou. Women at Their Work. New York: The Dial Press, 1977.

Margarita. Annette the Tractor Driver. San Diego: Books for Brown Eyes, 1976.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1975.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

*There is no *f* sound in the Pilipino language, originally referred to as Tagalog, and the contemporary Pilipino American prefers the *p* spelling and pronunciation.

NAME: Armanda Jackson Barner, St. Paul Public Schools

SUBJECT: Social Studies GRADE LEVEL: 2-3

Title of Lesson: Relating to American Indian Women

Group(s): American Indian Women

Key Concept(s): Stereotyping

Generalization(s): Indian women are often stereotyped in our society. They are viewed as living in tipis (tepees) and wearing feathers; their contributions are completely ignored. These stereotyped images of American Indians continue to prevent us from having realistic perceptions of Indian women.

Behavioral Objective(s):

Each student will be able to identify and list three stereotypes and three nonstereotypes of American Indian women.

Teaching Procedures and Activities:

Day I

1. Teacher will read and discuss with the children the book Wanda Kee Wah Din.

   Key discussion questions:

   a. Who is Wanda Kee Wah Din? (A little Indian girl.)

   b. How is Wanda like you? (Answers will vary.)

   c. How is she different from you? (Answers will vary.)

   d. What does Wanda do? (She is already learning to do some things such as cook, make beadwork, and sew clothes.)

   e. How is her lifestyle similar to yours? (Answers will vary.)

   f. What does Wanda's father do? (He works at a hospital and works in the garden to grow vegetables and flowers.)

g. Did Wanda wear a feather in her hair every day? (No.)

h. What did Wanda's grandmother come to do? (She came to Wanda's class dressed up in her dancing costume to dance with Wanda and her class.)

i. What was her grandfather? (Before he died, he was chief of the reservation.)

j. Did Wanda live on a reservation? (No.)

k. Did Wanda live in a tipi? (No.)

l. Could Wanda read? (Yes, she was learning.)

m. Where did Wanda's father take her on Saturday? (To see some of the beautiful places on the reservation.)

n. What did they see on the reservation? (Answers will vary.)

Day II

1. Teacher will introduce the word "stereotype." Photos or picture books can be used to demonstrate the term.

   (A stereotype is a set image of a person applied to members of a certain group.)

2. Teacher will introduce and show the filmstrip "Unlearning 'Indian' Stereotypes" to the class. Teacher and students will discuss the seven areas for discussion listed on pages 24 and 25 in the teacher's guide to the filmstrip.

Day III

1. Teacher will read/discuss the story of an American Indian, Maria Tallchief.

   Key discussion questions:

   a. Who is Maria Tallchief? (Maria Tallchief is an American Indian woman.)

   b. What does she do? (She is a professional dancer.)

c. What type of dancer is she? (America's greatest ballerina.)

d. What type of lifestyle did Maria have while she was young? (They lived in a big house. Maria was required to take music and dance and worked very hard at everything she did.)

e. What did her family and friends call her? (Betty Marie.)

f. Why was Maria disappointed and sad when they went to California? (She felt strange and lonely. Her dance teacher insisted on her starting all over from the beginning.)

g. How did Maria react to her dance teacher? (Even though disappointed, she was obedient. She started over with the simplest exercises and steps.)

h. How did Maria celebrate her twelfth birthday? (She gave a concert in what she said expressed herself best: music and dance.)

i. What did Maria do at seventeen? (She finished high school and went to New York to practice dance.)

j. How did she perform? (She was recognized by the audience as an outstanding dancer.)

k. What did Maria's hometown do for her after she became famous? (They had a celebration and honored her.)

l. How old was Maria when she hung up her toe shoes? (Forty-one.)

2. Photos of American Indian women in various occupations and professions will be viewed, discussed, and posted in the classroom. Use pictures from books such as Women at Work, page 201, and/or A Woman Is . . . , page 33.

Evaluation Procedure:

Students will complete the sentences using phrases from the list provided.

Stereotypes	Nonstereotypes
1. All American Indian women _____.	1. American Indian women _____.
2. All American Indian women _____.	2. American Indian women _____.
3. All American Indian women _____.	3. American Indian women _____.

live in tepees
live in different types of homes
can be writers
differ from one another
wear feathers and braids

attend schools and colleges
live on reservations
do not attend school
have made valuable contributions to our society
wear moccasins

Answers:

Stereotypes:

All American Indian women live in tipis.
All American Indian women live on reservations.
All American Indian women wear moccasins.
All American Indian women wear feathers and braids.
All American Indian women do not attend school.

Nonstereotypes:

American Indian women can be writers.
American Indian women live in different types of homes.
American Indian women attend schools and colleges.
American Indian women differ from one another.
American Indian women have made valuable contributions to our society.

Resources and Materials:

Aitken, Larry P. Wanda Kee Wah Din. Bemidji, Minn.: Tri-State Community Action Project, 1971.

Gridley, Marian E. Maria Tallchief. Minneapolis: Dillon Press, 1975.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1975.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvard Media, 1974.

"Unlearning 'Indian' Stereotypes." New York: Council on Interracial Books for Children, 1977. Filmstrip.

NAMES: Jan Karjalahti, Adele Whitehill, and Nancy Schultz,

Roseville Area Schools

SUBJECT: Art GRADE LEVEL: 4-6

Title of Lesson: Media Art

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Stereotyping

Generalization(s): Minority women are often stereotyped by the media. These stereotypes result in our having negative and unrealistic perceptions of minority women.

Behavioral Objective(s):

Each student will be able to describe how minority women are affected by stereotyping in the media.

Teaching Procedures and Activities:

1. The teacher will give each student a copy of the definition sheet following this lesson. This sheet defines the following terms: collage, American Indians, Asian Americans, Black, Hispanic, minorities, discrimination, and stereotype. Using a map of the world, the teacher should point out the geographical locations of the countries listed on the definition sheet for each group.

2. Teacher will divide the class into four integrated groups (equal numbers of girls and boys, as well as equal numbers of racial/ethnic group members). Each of the four groups will be given one of the following groups to make a collage of, using pictures and art from popular magazines:

   a. Minority Women

   b. Minority Men

   c. White Women of European ancestry

   d. White Men of European ancestry

The teacher should point out to the students the following as part of their directions for this activity:

(1) That pictures of minority women and men only in the United States, not minorities around the world, should be used for collages a and b.

(2) That students should show an equal number of pictures of each specific racial group when doing collages a and b.

(3) Only pictures of adults, not children, should be used for each collage.

3. Each of the four groups of students will provide written answers to the questions on the question sheet following this lesson. Each of the four groups should work collectively on its answers, handing in one answer sheet per group to the teacher. Each student should keep a copy of the answer sheet for herself/himself.

4. Each of the four groups will show its collage to the remainder of the class. Each group of students will respond verbally to the questions on the question sheet in activity number 3, sharing its answers and observations with the remainder of the class. The teacher should divide the chalkboard into four sections and write their responses on the board. The teacher should then conduct a class discussion making comparisons between the answers and observations of the four groups.

   During the course of the discussion, the teacher should elicit responses to the following key questions and make students aware of the following concepts:

   a. Which group had the greatest difficulty finding the pictures?

   b. Why did some groups have greater difficulty finding pictures than others?

(1) Pictures of minorities are not as common as those of white ethnics.

(2) Because of discrimination, minorities are not represented in media.

(3) Discrimination exists because:

(a) Minorities have difficulty obtaining jobs in the media.

(b) This has a negative effect on the minority population as a whole because they often feel excluded from the mainstream of American society.

c. What stereotyped activities did you see in the pictures and magazines you used?

5. Teacher should discuss recurring stereotypes which students may have observed.

Examples of such stereotypes are:

a. Minority Women

(1) Asian American Women:
Lotus Blossom, geisha, Suzy Wong, passive

(2) Black Women:
Aunt Jemima, entertainer, maid

(3) Hispanic Women:
Flamenco dancer, hot-tempered, passive

(4) Indian Women:
Squaw, Indian princess, passive

These women are generally viewed in the media as housewives, maids, and models. They are often shown doing activities that are stereotypic of their race. One example of this is the Asian American women working in a laundry.

b. Minority Men

(1) athletes

(2) military personnel

(3) service personnel, e.g., janitor

c. White Women of European ancestry

(1) model

(2) housewife

(3) secretary

(4) generally shown in passive roles, although sometimes viewed as women's "libber" in the negative sense

d. White Men of European ancestry

(1) businessperson

(2) rarely in nurturing roles

(3) always active, successful, and in control

6. Teacher should ask students to name some negative effects of stereotyping. (It limits the persons who are stereotyped because it tells them that they can do only certain kinds of things. Also, it gives others a negative and unrealistic view of certain groups of people.)

Students should be made aware that stereotypes have a negative effect on all people. Example: A white male may wish to become an artist, but, because of stereotypes, he may decide against this, since he has the impression that being an artist isn't "manly."

Give an example of a stereotype based on both sex and race.

One common example is found on television and in magazines. An Asian American couple is shown in a laundry, pointing out the virtues of a water softening product. This combines both stereotypes, because the people are of Asian ancestry shown in a laundry--a

common stereotype of Asian Americans--and the Asian woman is shown in a more subservient role than her husband: she washes the clothes, while he talks to the customers and uses the cash register.

Evaluation Procedure:

Each student will write an essay describing how minority women are affected by stereotyping in popular magazines.

Resources and Materials:

Popular magazines brought in by students

Art materials

Definition Sheet

Collage Question Sheet

DEFINITION SHEET

1. COLLAGE:
   A picture or design made by gluing or pasting different pieces of paper on a surface.

2. ASIAN AMERICANS:
   Asian Americans are people who are American citizens and who live in the United States. They are called Asian Americans because their ancestry is in countries/areas such as Japan, China, the Philippine Islands, the Pacific Islands (like Hawaii), Korea, Southeast Asia, and East India.

3. BLACK AMERICANS:
   Black Americans are people who are American citizens and who live in the United States. The ancestors, or relatives, of Black Americans came from many different countries and areas of the world. Some of those places are Africa, the Caribbean, and the Oceanic Islands.

4. HISPANIC AMERICANS:
   Hispanic Americans are people who are American citizens and who live in the United States. The ancestors, or relatives, of Hispanic Americans came from many different countries and areas of the world. Some of those places are Mexico, South America, Puerto Rico, Central America, and Spain.

5. AMERICAN INDIANS:
   American Indians are people who are American citizens and who live in the United States. The ancestors, or relatives, of Indians came from many different countries and areas of the world. Some of those places are the North, Central, and South Americas as well as the Caribbean Islands.

6. MINORITIES:
   Minorities are males and females who live in the United States who are Asian American, Black, Hispanic, or American Indian.

7. DISCRIMINATION:
   An unfair difference in treatment; to treat a person differently from others because of unfair feelings.

8. STEREOTYPE:
   A picture or set image that we have in our minds such as what it means to be a man or a woman, or to belong to a certain race.

Name:_____

COLLAGE QUESTION SHEET

1. Circle the letter of the group that you made a collage of:

   a. Minority Women
   b. Minority Men
   c. White Women of European ancestry
   d. White Men of European ancestry

2. Did you have trouble finding pictures for your collage?

3. Why do you think you either did, or did not, have trouble finding pictures for your collage?

4. List the names of the magazines, ads, and articles you used in making your collage.

5. In the pictures that you used, what kinds of things were the people doing?

6. Did any of the pictures you saw, or used, show people doing stereotyped activities? If so, list four stereotypes you saw:

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

   d. _____

   _____

NAME: Vickie Martineau, Roseville Area Schools

SUBJECT: Career Education GRADE LEVEL: Kindergarten

Title of Lesson: Careers of Minority Women

Group(s): Asian American and Black

Key Concept(s): Discrimination and Stereotyping

Generalization(s): Although Asian American and Black women are limited in their career choices because of their race and sex, they can be found in a variety of career roles.

Behavioral Objective(s):

Each student will be able to list verbally five different jobs which Asian American and Black women could have.

Teaching Procedures and Activities:

1. Teacher will read A Woman Is . . . to the students and point out the different minority women in various occupations. Teacher's note: The four minority groups should be defined for the students, who should be shown collages or many pictures of people representative of the groups. The teacher can make collages by cutting out pictures from newspapers, store catalogs, magazines, etc.

2. Teacher will ask the students if they ever had an Asian American woman doctor. Read the story about Dr. Jenny from Asian American People and Places.

   Key discussion questions:

   a. What minority group does Dr. Jenny belong to? (Pilipino American.)

   b. What kinds of things does she do as a doctor? (Works at the Mid-City Clinic, sees patients at her office, makes sick people feel better.)

   c. What are some other activities which Dr. Jenny is involved in? (Works on community organizing in areas such as poor housing, unemployment, and discrimination.)

3. Teacher will discuss the fact that not all Asian American women are doctors. Students should be exposed to stories featuring Asian American women in a variety of roles such as First Snow (Vietnamese female adult is a grandmother), Chinatown Sunday: The Story of Lillian Der (look at the role that Lillian's grandmother plays in the family), "Patsy Mink" (in New Women in Politics, pages 18-25), and "Mrs. Kim" from Asian American People and Places.

   Key discussion questions:

   a. What minority group does Mrs. Kim belong to? (Korean American.)

   b. What is her occupation? (Housewife and teacher.)

   c. What does she believe about women? (They should work at what they choose; everyone has creative skills and talents.)

   d. What minority group does Patsy Mink belong to? (Japanese American.)

   e. What is her occupation? (Congresswoman.)

   f. What has she become noted for? (Her efforts to eliminate discrimination against women in all aspects of American life.)

4. Teacher will ask students if they have ever had a Black woman teacher. Read Mary McLeod Bethune to students.

   Key discussion questions:

   a. What minority group does Mary McLeod Bethune belong to? (Black.)

   b. What was her profession? (Teacher.)

   c. What were some of the activities which she was involved in? (She started a school for Black girls, became a civil rights leader, gave speeches at important meetings.)

5. Teacher will point out to students that not all Black women are teachers. The teacher can refer to A Woman Is . . . and expose students to stories featuring Black women in a variety of roles such as:

   a. "Barbara Jordan" and "Yvonne Burke" in New Women in Politics.

   b. "Cicely Tyson" and "Diana Ross" in New Women in Entertainment.

6. Teacher will read Boys and Girls, Girls and Boys to students. Discuss the different races of the children featured as well as the different things which each of the characters likes to do. Elicit responses to the following questions:

   a. Do you think it is all right for girls to do anything they want? Even if the things they want to do are thought of as "things only boys do?"

   b. Do you think it is all right for boys to do anything they want? Even if the things they want to do are thought of as "things only girls do?"

7. Students will name jobs which women can do and name jobs which men can do. The students' responses should be written on the chalkboard in a chart in two columns. Compare the responses for men and women. If a job is listed for men and not for women, or vice versa, ask students if the other sex could also do it. Explore reasons for negative answers. Finally, go through the lists and ask if Asian American and Black women could do the jobs.

Evaluation Procedure: Show pictures of Asian American and Black women and ask each student verbally to assign them to at least five different jobs which they could have.

Resources and Materials:

Bales, Carol Ann. Chinatown Sunday: The Story of Lillian Der. Chicago: Reilly and Lee Books, 1973.

Bowman, Kathleen. New Women in Entertainment. Mankato, Minn.: Creative Education/Children's Press, 1976.

Bowman, Kathleen. New Women in Politics. Mankato, Minn.: Creative Education/Children's Press, 1976.

Coutant, Helen. First Snow. New York: Knopf, 1974.

"Dr. Jenny" and "Mrs. Kim," from Asian American People and Places. Los Angeles: Visual Communication/Asian American Studies Central, 1972.

Merriam, Eve. Boys and Girls, Girls and Boys. New York: Holt, Rinehart & Winston, 1972.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

Radford, Ruby L. Mary McLeod Bethune. New York: Scholastic Book Services, 1973.

NAME: Patricia P. Marren, St. Paul Public Schools

SUBJECT: Library Skills GRADE LEVEL: 6

Title of Lesson: Evaluating Books and Resource Materials

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination, Stereotyping

Generalization(s): Because of racism and sexism, information on minority women may be stereotypic or incorrect.

Behavioral Objective(s):

Each student will be able to identify stereotypes in the illustrations, language, and story lines of books.

Teaching Procedures and Activities:

1. Librarian or teacher should review with students how to find materials using the card catalog.

2. Begin this lesson with the exercise on pages 65 and 66 of Vegetable Soup Activities. Use this exercise to promote the feeling of being a member of a minority. After writing the list poem and asking students to eliminate unnecessary words, ask them to pretend to be minority women. Students will follow the same procedures, beginning with closing their eyes and imagining being any minority woman they choose. Ask students to raise their hands if they have a response to the question they hear. Teacher will record words on chalkboard as students reply.

   Key discussion questions:

   How would you feel if:

   a. You were a Black woman and could not live in a nice house that you saw and wanted to purchase?

b. You were a Hispanic woman who took your family to a restaurant and could not eat there?

c. You were an American Indian woman and you could not make enough money to buy food for your family?

d. You were an Asian American woman and never saw any information about or history of Asian Americans who made contributions to the building of America?

3. After all "feeling words" are on the board and discussed, record on a poster.

4. Use pictures in A Woman Is . . . and ask students if they can identify the women in the book by their minority groups.

5. Librarian will pass out copies of definitions, Worksheet #1. Students will read and discuss the definitions.

6. Librarian should explain to students the importance of looking at the copyright date. Suggested dialogue:

"Students, remember always to check copyright dates. Materials written in the late 1960's and '70's began to reflect the realities of a multicultural society. After 1976, some authors started including minority women in their materials as contributors to American society. Books with copyright dates after 1976 should include many more contributions of minority women."

7. Librarian will explain to students the importance of researching the authors and illustrators of any book. Tell students they should always read the biographical sketches. They should be interested in what qualifies a person to write about minority women. Students should remember that most books in the past were written by white authors; therefore, they were written out of a white cultural as well as out of a white personal context. Also, minority men and white men are writing from male viewpoints.

8. Students must be made aware of sexist language, for example, the use of pronouns such as "he" and "him."

9. Librarian will discuss with students the importance of lifestyles and story lines. Remind them that authors usually write from their own cultural background. There should be references made to minority women getting ahead, but not on the basis of having white standards. The achievements of minority women should not be viewed as due to tokenism. They should be given credit for excelling on their own. The minority woman's contributions to America have been due to her intellectual ability and strength to survive.

Evaluation Procedure: Each student will use Worksheets #2 and #3 and identify racism and sexism in two books that include minorities, each book being in a different category. Example: textbooks, biographies, and nonfiction.

Resources and Materials:

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

Worksheets #1-#3

WORKSHEET #1

DEFINITIONS

Racism: Discrimination against a person because of his or her race.

Sexism: Discrimination against a person because of his or her sex.

Minority Women: American Indian, Asian American, Black, and Hispanic.

Double Bind: A situation that minority women are in because they find themselves discriminated against because of both race and sex.

Omission: Ignoring and not including minority women in history or other books.

Stereotype: A set image of certain groups of people.

Examples of stereotypes of minority women:

American Indian: Princess, squaw.

Asian American: Geisha, laundry lady, quiet, passive.

Black: Aunt Jemima (mammy), entertainer, maid.

Hispanic: Dancer, migrant worker, Chiquita Banana.

Discrimination: Treating a person differently or unfairly because of differences.

Illustrations: Pictures used to help tell the story. Look for stereotypes in the pictures. Some examples include minority women as domestic workers or with a lot of children, only mothers and children in places such as the zoo.

WORKSHEET #2

IDENTIFYING RACISM AND SEXISM

Name of Book: _____

Type of Book: _____

1. What is the copyright date of this book? _____

2. Whose point of view does this book reflect?

   White woman _____ Minority woman _____

   White man _____ Minority man _____

   Explain: _____

3. Who is the author? _____

4. Is the author a minority woman? _____

5. If yes, what minority group does she belong to? _____

6. If the person is not a minority woman, does the person reflect the realities of a multicultural society? _____

   Explain: _____

   _____

7. Does the author speak of minority women in a positive context? (Are they viewed as being intelligent enough to be the main character in the story?) _____

   _____

8. Is the language sexist/nonsexist? _____

   Name five words that defend your choice. _____, _____

   _____, _____, _____, _____.

9. Is the minority woman stereotyped in any way? _____

   Explain: _____

10. Is the double bind evident for the minority women in this material?

    _____

    _____

WORKSHEET #3

IDENTIFYING RACISM AND SEXISM

Name of Book: _____

Type of Book: _____

1. How are American Indian females portrayed? _____

   a. Name three things which they are seen doing.

   _____

   _____

   _____

   b. Describe their appearance(s).

   _____

   _____

   _____

   c. Do all faces look alike? _____

      Explain: _____

   d. Are the features genuine and distinctive for the individuals depicted? _____

      Explain: _____

2. How are Asian American females portrayed? _____

   a. Name three things which they are seen doing.

   _____

   _____

   _____

   b. Describe their appearance(s).

   _____

   _____

   _____

   c. Do all faces look alike? _____

      Explain: _____

   d. Are the features genuine and distinctive for the individuals depicted? _____

      Explain: _____

WORKSHEET #3 (continued)

3. How are Black females portrayed? _____

   a. Name three things which they are seen doing.

   _____

   _____

   _____

   b. Describe their appearance(s).

   _____

   _____

   _____

   c. Do all faces look alike? _____

      Explain: _____

   d. Are the features genuine and distinctive for the individuals depicted? _____

      Explain: _____

4. How are Hispanic females portrayed? _____

   a. Name three things which they are seen doing.

   _____

   _____

   _____

   b. Describe their appearance(s).

   _____

   _____

   _____

   c. Do all faces look alike? _____

      Explain: _____

   d. Are the features genuine and distinctive for the individuals depicted? _____

      Explain: _____

DISCRIMINATION

NAME: Vickie Martineau, Roseville Area Schools

SUBJECT: Human Relations GRADE LEVEL: Kindergarten

Title of Lesson: Understanding Differences

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): All people have experienced prejudice. Understanding one's prejudices is important to understanding and appreciating differences.

Behavioral Objective(s):

Each student will be able verbally to list three examples of prejudice.

Each student will be able verbally to list three ways in which she/he has experienced prejudice.

Teaching Procedures and Activities:

1. Teacher will tell students a story about Alice, using examples from page 69 in Rainbow Activities to introduce definition of prejudice.

2. Teacher will read to students Prejudice and Understanding. The teacher should stop on page 1 and discuss the definition for prejudice given on that page. After completing the book, the teacher will have students give examples of prejudice from the book. Teacher should list these responses on the chalkboard and review the list when it is complete.

3. Teacher will ask students if they have ever experienced prejudice. Have students give examples of prejudice that they have experienced and list them on the chalkboard. After the list is complete, ask them how they felt when they experienced prejudice and discuss their feelings.

4. Class will do activity entitled "What Makes People Different Colors?" on pages 59-61 of Vegetable Soup Activities. This activity will show that people are all different shades of the same color.

5. Class will do activity entitled "What Makes People's Hair Different?" on pages 71-73 of Vegetable Soup Activities. This activity will show the students that all people have one of three basic kinds of hair: straight, curly, and wavy. The teacher may wish to take this exercise one step further by pointing out the similarities and differences between the hair types of specific students in the class.

6. Teacher will read Why Am I Different? to students and discuss it with them.

   Key discussion questions:

   a. What are five ways in which people can be different from one another?

   b. What are five ways in which people can be similar to one another?

   c. Why do you think some people treat those who are different from them badly?

   Responses can be written on the board.

Evaluation Procedure:

Each student will list verbally three examples of prejudice and three ways in which she/he has experienced prejudice.

Resources and Materials:

Anders, Rebecca. Prejudice and Understanding. Minneapolis: Lerner Publications, 1976.

Seattle Public School District #1. Rainbow Activities. South El Monte, Calif.: Creative Teaching Press, 1977.

Shepard, Mary, and Shepard, Ray. Vegetable Soup Activities. New York: Citation Press, 1975.

Simon, Norma. Why Am I Different? Chicago: Albert Whitman and Co., 1976.

NAME: Judy Masters, St. Paul Public Schools

SUBJECT: Social Studies GRADE LEVEL: K-2

Title of Lesson: A Minority Woman President?

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): There has not been a minority woman president of the United States.

Behavioral Objective(s):

Each student will be able to state that there has never been a minority woman president of the United States.

Each student will be able to draw a picture of a minority woman president and give a description of the picture.

Teaching Procedures and Activities:

Teacher's note: This lesson is designed to be integrated into February curricula which focus on Presidents' Day recognition.

1. Teacher will present lessons in commemoration of Presidents' Day.

2. Teacher will read "Deltrea" from Got Me a Story to Tell.

   Key discussion questions:

   a. Does Deltrea want to be president when she grows up? (Yes.)

   b. Do you think she can become president when she grows up? Why? Why not? (Answers will vary.)

   c. Has there ever been a Black woman who ran for president? (Yes, Shirley Chisholm.)

3. Teacher should show students pictures of Shirley Chisholm and explain the type of job she holds. Teacher should show students pictures of other women in politics, such as Barbara Jordan, Patsy Mink, and Patricia Harris.

4. Teacher will read A Woman Is . . . to the class. Teacher will elicit responses from students regarding the book.

   Key discussion questions:

   a. What were some of the jobs in the story? (Answers will vary, e.g., policewomen, dancers, guards.)

   b. Was there a woman president? (No.)

5. Display photos of minority women at work from the books Women at Their Work and Women at Work. Concept: Minority women can have many different jobs. Why couldn't one be president?

Evaluation Procedure:

Each student will state that there has never been a minority woman president and will draw a picture of a minority woman being president, giving a description of the picture.

Resources and Materials:

Bowman, Kathleen. New Women in Politics. Mankato, Minn.: Creative Education/Children's Press, 1976.

English, Betty Lou. Women at Their Work. New York: The Dial Press, 1977.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1975.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

Yee, Sylvia, and Kokin, Lisa. "Deltrea," from Got Me a Story to Tell. San Francisco: St. John's Educational Threshold Center, 1977.

NAMES: Armanda Jackson Barner and Lora Allen, St. Paul Public Schools

Joyce Bell, Roseville Area Schools

SUBJECT: Social Studies GRADE LEVEL: 2

Title of Lesson: Discrimination and Black Women

Group(s): Black

Key Concept(s): Discrimination

Generalization(s): Black women are often discriminated against because of their race and sex. Some Black women have devoted their lives to fighting such discrimination. They deserve recognition and respect for their contributions, which have helped to promote America's welfare.

Behavioral Objective(s):

Each student will be able to discuss verbally and define the term "discrimination."

Each student will be able to identify and comment on one area of discrimination concerning one Black woman who has made a contribution to history.

Teaching Procedures and Activities:

Day I

1. Teacher will write on the board the word "discrimination." Teacher should elicit responses from students concerning its definition in the students' own words. Teacher will then write the following words on the board to help clarify the meaning of the word "discrimination."

   a. distinction: a difference made because of being unlike others.

   b. to favor: to regard with approval.

   c. race: a group of persons with the same origin.

   d. sex: refers to one's gender, either female or male.

   e. individual: one person.

f. against: not for.

g. merit: worth.

2. Supplementary Activity:

Teacher will allow a group of students to role play the definition. Six students would come to the front of the class. Four students would stand on one side of the room and two students on the opposite. The two students standing alone will be the decision makers, the ones who hold the power to discriminate. The two power holders are told to choose persons who resemble them the most. They are to be very friendly with the two people like themselves and ignore the other two people. The four students should move away from the two being discriminated against. The four will discuss how they are discriminating. Their conversation is to be centered around the definitions and words which teacher previously put on the board. Teacher should emphasize that students must use the words and definitions. Teacher should allow students to continue to create their own roles. After role playing is completed, teacher will ask students the following questions:

a. How did you feel as the person who was left alone?

b. What word can you use to describe what was being done to you?

c. Do you feel a distinction should be made between people because of their race and/or sex?

3. Teacher will write definition of discrimination on board. Teacher will have students make a booklet using construction paper for covers and four lined sheets on the inside. They will staple their booklet together. They should write the word "discrimination" on the outside of the cover and express their feelings about the word in design. On the first page of the booklet, they should write the definition of the word from the board. Teacher should ask each student to explain the term using her/his own words.

Definition of discrimination: Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.

Day II

1. Teacher will write on chalkboard the following word list:

politician	carpenter
executive	artist
scientist	lawyer

Teacher will pronounce words for students, then with students. Teacher will ask the following questions:

a. Do any of you know Black women in these positions?

b. Does anyone know the type of work these positions involve?

c. Is there any job in this list that you feel Black women cannot do? If yes, why?

Teacher will ask students to explain how they feel about this statement:

> Sometimes people think that because a person is Black and a woman, there are certain things she can or cannot do. Should people decide that because a person looks a certain way, she is unable to do a job, or should a person be given the opportunity to prove her abilities?

2. Teacher will ask students the following question:

If a teacher decides to dislike a Black woman because she is different, and not teach her, is there a word that describes this action? (Yes, discrimination.)

3. Teacher should read to class selected stories from Black Women of Valor. At the completion of each story, the students should be asked to answer the following questions:

a. Who was the woman of valor in the story?

b. What contribution did she make to history?

c. How was she discriminated against?

d. Was she discriminated against because of her race, sex, or both?

Day III

1. Teacher should read to class the book Black is Beautiful.

   Key discussion questions:

   a. Name five phrases that describe Black is Beautiful. (Answers will vary.)

   b. Ask students to complete the open-ended sentence:

      "If I were a Black woman, I would . . ."

      feel happy — be proud
      feel sad — look good
      be as beautiful as — love

2. Teacher will read to class the story of Yvonne Burke from New Women in Politics.

   Key discussion questions:

   a. With what issue did Yvonne Burke surprise her friends and settle quickly? (Getting her apartment.)

   b. Why was this an issue? (Because the landlady refused to give her housing.)

   c. What did she do? (Filed a complaint with the Fair Employment Practices Commission.)

   d. What happened to Yvonne when she started school? (She was transferred to an all-white school; the students mistreated her because she was different; she was Black.)

   e. Did she get upset and angry? (No.)

   f. How did she respond to the situation? (She stayed calm and studied harder.)

g. Did her good attitude and hard work help? How? (Yes. In high school, she was elected vice-president of her school by the student body.)

h. What happened to her in college? (She was not allowed to join a women's social group because she was Black.)

i. What did she do? (She started her own chapter.)

j. What areas did she work hard on in Congress to stop discrimination? (Housing, child care, and education.)

Evaluation Procedures:

Each student will list and explain four words which make up the definition of "discrimination."

Each student will name one Black woman, explain the area of discrimination that she was confronted with, and her contribution to society.

Resources and Materials:

Bowman, Kathleen. New Women in Politics. Mankato, Minn.: Creative Education/Children's Press, 1976.

Burt, Olive. Black Women of Valor. New York: Julian Messner, 1974.

McGovern, Ann. Black is Beautiful. New York: Scholastic Book Services, 1969.

Construction paper

Pencils

Crayons

NAME: Project Staff

SUBJECT: Social Studies GRADE LEVEL: 4-6

Title of Lesson: Career Education

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): Although disadvantaged by both sex and race discrimination, many minority women have made substantial contributions to American society.

Behavioral Objective(s):

Each student will be able to list the name of at least one minority woman from each group covered in this unit, her career and contributions, and how she fought/fights discrimination.

Teaching Procedures and Activities:

1. Students will read each of the following selections:

   a. New Women in Entertainment
      Page 12, "Buffy Sainte-Marie."

   b. New Women in Politics
      Page 14, "Dolores Huerta."
      Page 18, "Patsy Mink."
      Page 26, "Barbara Jordan."

   c. Women at Their Work
      Page 24, "Mercedes Colon."
      Page 31, "Margaret Harris."
      Page 35, "Gloria C. Toralballa."
      Page 41, "Yeffee Kimball."

2. Review with the students how discrimination affected the life of each woman.

   Key discussion questions:

   a. What is discrimination? (Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.)

b. In what way(s) did each woman experience discrimination?

c. Was the discrimination on the basis of race, or sex, or both?

d. How was/is her career related to fighting against discrimination?

3. Students will write four one-page essays on one woman from each minority group. These essays should be shared with others in the class and utilized on a class bulletin board.

4. As a review, the teacher should conduct a class discussion by listing the name of each person on the board and writing the students' responses to each of the following questions next to the person's name.

a. What does this person do as a career?

b. Why is her career contribution important?

Example: Buffy Sainte-Marie

(1) Singer-songwriter

(2) She helps people learn about the living conditions of Indians and provides enjoyment to people through her music.

Evaluation Procedure: Each student will list the name of at least one woman from each minority group and write a short paragraph on her career, her contributions to American society, and how she fought/fights to better the lives of people in this country.

Resources and Materials:

Bowman, Kathleen. New Women in Entertainment. Mankato, Minn.: Creative Education/Children's Press, 1976.

Bowman, Kathleen. New Women in Politics. Mankato, Minn.: Creative Education/Children's Press, 1976.

English, Betty Lou. Women at Their Work. New York: The Dial Press, 1977.

NAME: Sharon McIntyre, Roseville Area Schools

SUBJECT: Mathematics GRADE LEVEL: 3

Title of Lesson: Statistics

Group(s): Black and Hispanic

Key Concept(s): Discrimination

Generalization(s): Due to the double impact of both race and sex discrimination, minority women have experienced poverty in American society.

Behavioral Objective(s):

Each student will be able to compare median incomes of Black women with those of Black men and white women and men.

Each student will be able to describe how race and sex affect earnings.

Teaching Procedures and Activities.

1. The teacher will write on the chalkboard the statistics from "Median Annual Income for Year-Round Full-Time Workers (1970)" on page 1 of "Fact Sheet #1: Poverty and Public Assistance."

   These statistics are as follows:

White men	$9,673.00
Black men	6,598.00
White women	5,490.00
Black women	4,674.00

   Each student will then complete the word problems on Worksheet #1.

2. Upon student completion of Worksheet #1, the teacher will elicit responses to the following discussion questions:

   a. What is discrimination? (Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.)

   b. What example of discrimination have we viewed in this lesson? (Women get lower-paying jobs, Blacks earn less money than white males.)

c. What do you think is the reason for this? (Prejudice and discrimination based on sex and race.)

d. If a person is both Black and a woman, would the discrimination she faces be greater than for white women and Black men? (Yes, see answers from math sheet.)

3. The teacher will write on the chalkboard the statistics from both "Aid for Dependent Children Families: Race" and "Public Assistance Payments (maximum) to a Family of Four" on page 2 of "Fact Sheet #1: Poverty and Public Assistance."

a. The statistics are as follows: Aid for Families with Dependent Children (AFDC):

White	48%
Black	43%
Other racial and ethnic minorities	9%

b. Public assistance payments (maximum) to a family of four:

Mississippi	$ 700/year
New York, New Jersey, Massachusetts, Connecticut	$3,600/year

c. Federal poverty line for a family of four: $4,000/year.

4. Each student will then complete Worksheet #2.

Upon student completion of Worksheet #2, the teacher will elicit responses to the following questions:

a. Most people think that more minority persons receive public assistance than any other group. Is this true? (No.)

b. Of the people receiving Aid for Families with Dependent Children, which racial group is the largest? (White.)

c. Do you think your family could live on $700 or $3,600 a year? Could your family live the same way that it does now?

5. The teacher will write on the chalkboard the statistics from "Percentage of Female-Headed Families Below the Poverty Level" from page 1 of "Fact Sheet #4: Housing and Female-Headed Families."

   The statistics are as follows:

All	34%
Black	54%
Puerto Rican	65%
Mexican American	66%
White	27%

6. Each student will then complete the bar graph on Worksheet #3.

   Upon student completion of Worksheet #3, the teacher will elicit responses to the following questions:

   a. What does the word "poverty" mean? (Being poor, barely providing the most basic necessities of life: food, clothing, and shelter.)

   b. What do you think it means to live below the poverty level? (Being very poor, doing without some of the basic things, like decent housing, food, and clothing.)

   c. What three groups have the highest number of female-headed households below the poverty level?

(Mexican American	66%)
(Puerto Rican	65%)
(Black	54%)

   d. What group has the smallest number of female-headed households below the poverty level? (White.)

   e. What is discrimination? (Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.)

   f. Why do you think more female-headed households live below the poverty level than male-headed households? (Discrimination and prejudice on the basis of sex.)

g. Why do you think more minority women live below the poverty level than white women? (Minority women face the double impact of both race and sex discrimination.)

Evaluation Procedure:

Each student will correctly answer all the questions on Worksheet #4.

Resources and Materials:

Fact Sheets: Statistics on Effects of Racism and Sexism in the United States. Washington, D.C.: U.S. Civil Rights Commission, February 1973.

Worksheets #1-#4

WORKSHEET #1

MEDIAN INCOMES

Solve these problems based on Fact Sheet #1. Be sure to show your work.

1. The median (or middle) income in 1970 for white men was how much more than the median income for white women?

2. The median income in 1970 for Black men was how much more than the median income for white women?

3. The median income in 1970 for Black men was how much more than the median income for Black women?

4. The median income in 1970 for white men was how much more than the median income for Black women?

Answers:

1. $3,883
2. $1,108
3. $1,924
4. $4,699

WORKSHEET #2

PUBLIC ASSISTANCE

Solve these problems. Be sure to show your work.

1. The public assistance payments (maximum) to a family of four in New York are how much more than the same payment to a family of four in Mississippi?

2. A family of four on public assistance in Mississippi receives how much less than the Federal poverty line?

3. A family of four on public assistance in Massachusetts receives how much less than the Federal poverty line?

4. Of families receiving AFDC, how many more percent (%) are white than Black?

5. Of families receiving AFDC, how many more percent (%) are white than other racial and ethnic minorities (excluding Black)?

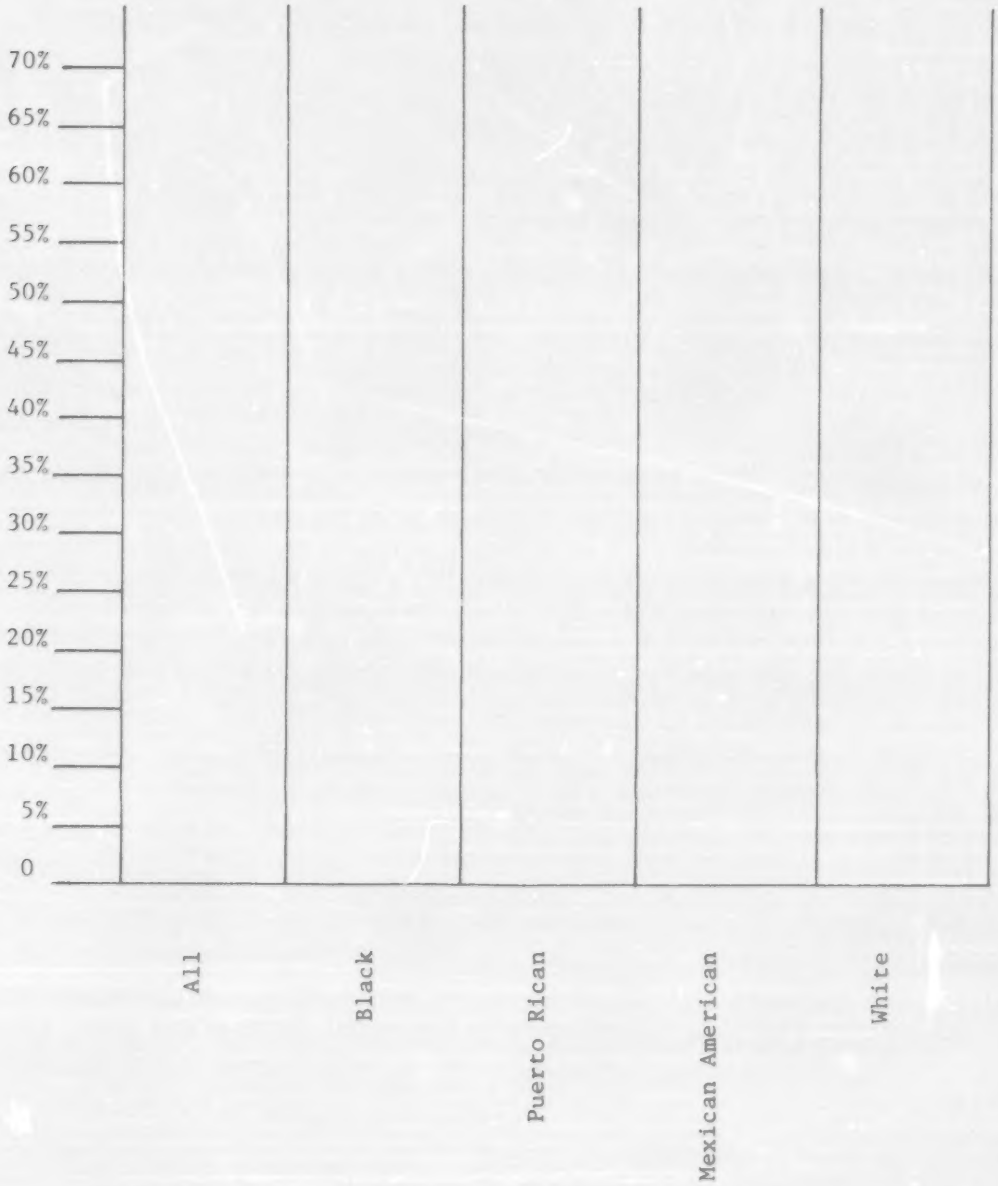
Answers:

1. $2,300
2. $3,300
3. $ 400
4. 5%
5. 39%

WORKSHEET #3

POVERTY

Remembering that the Federal poverty line for a family of four was set at $4,000/year in 1972, make a bar graph showing the percentage (%) of female-headed families below the poverty line. This bar graph is based on Fact Sheet #4.



WORKSHEET #4

REVIEW

1. Rate each of these groups according to its median income in 1970, giving the group with the highest income a number 1, the next highest income a number 2, and so on, down to the group with the lowest income, which would have a number 4.

   Black Men _____

   White Women _____

   Black Women _____

   White Men _____

2. List 2 reasons why some groups have higher incomes than others.

   1. _____

   2. _____

3. Which racial group has the most families receiving Aid for Families with Dependent Children? _____

4. Which racial groups have the highest number of female-headed households below the poverty level? _____

5. How do race and sex affect earnings?

   _____

   _____

   _____

Correct Answers:

1. Black Men 2
   White Women 3
   Black Women 4
   White Men 1

2. Sex discrimination
   Race discrimination

3. White

4. Mexican American, Puerto Rican, and Black

5. Because of discrimination on the basis of race and sex, minority women are not able to earn as much money as other groups.

NAME: Sharon McIntyre, Roseville Area Schools

SUBJECT: Mathematics GRADE LEVEL: 4-6

Title of Lesson: Statistics

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): Discrimination has prevented minority women from earning salaries which are equal to those of men and white women.

Behavioral Objective(s):

Each student will be able to match median incomes with the appropriate racial/sex groups.

Each student will develop an understanding of how one's race and sex affect one's earning capacity as evidenced in successful completion of Math Sheet #7.

Teaching Procedures and Activities:

1. Each student will complete Math Sheets #1 and #2. Upon completion, the class will discuss their answers. The teacher should pay special attention to questions 4-7 on Math Sheet #2 and review student responses/ answers with the total class.

   Key discussion questions:

   a. What is discrimination? (Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.)

   b. What are some examples of discrimination? (Women and minorities get lower-paying jobs than white men; Blacks and other minority persons are not able to join certain social groups.)

   c. Which groups are discriminated against in our country? (American Indians, Asian Americans, Blacks, Hispanics, women.)

d. What do you think are some reasons for this? (Prejudice, etc.)

e. If an individual is both a woman and a minority person, would the discrimination against her be greater than for minority males? (Yes--review answers for math sheets.)

2. Each student will complete Math Sheets #3 and #4. After completion, the teacher should conduct a class discussion.

   Key discussion questions:

   a. Did median incomes increase between 1965 and 1975? (Yes.)

   b. Did minority women earn salaries equal to those of white men in 1975? (No.)

   c. Why do you think they still earn less? (They continue to be discriminated against because of their race and sex.)

   d. Before this lesson which group did you think earned the most money? Why did you think this?

3. Each student will complete Math Sheets #5 and #6. Upon completion, the class will discuss the questions and their answers. The teacher should pay specific attention to questions 6-10 on Math Sheet #6. The correct answers for these questions follow this lesson plan.

Evaluation Procedure:

Each student will complete Math Sheet #7 with 100 percent accuracy.

Resources and Materials:

Source of data: Women's Bureau, Employment Standards Administration, U.S. Department of Labor; and Bureau of Census, U.S. Department of Commerce, August 1977.

Math Sheets #1-#7

Pencils

MATH SHEET #1

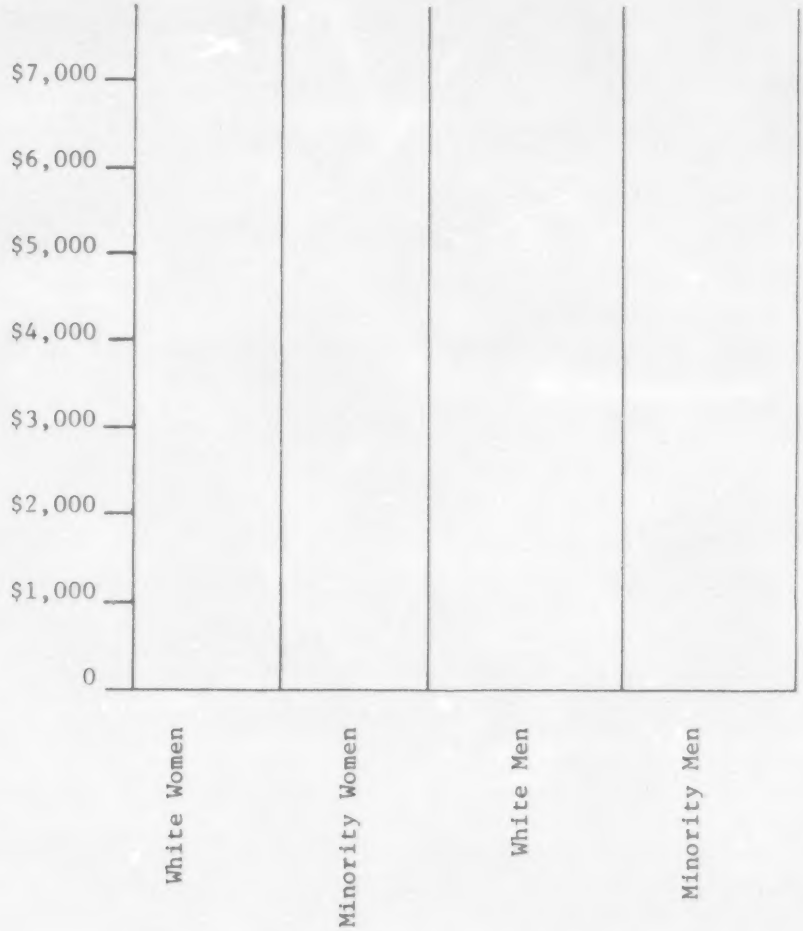
BAR GRAPH: INCOME DIFFERENCES

Median Incomes for Fully Employed Persons, 1965

White Women	$3,991.00
Minority* Women	2,816.00
White Men	6,704.00
Minority* Men	4,277.00

*Includes all races other than white.

Make a bar graph showing the different income levels for each of these groups.



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MATH SHEET #2

UNDERSTANDING INCOME DIFFERENCES

Median Incomes for Fully Employed Persons, 1965

White Women	$3,991.00
Minority* Women	2,816.00
White Men	6,704.00
Minority* Men	4,277.00

*Includes all races other than white.

1. Who makes more money, white men or minority men? _____

   How much more money does this group make? _____

2. Who makes more money, white women or minority women? _____

   How much more money does this group make? _____

3. Who makes more money, white men or minority women? _____

   How much more money does this group make? _____

4. List three reasons why you think some groups have larger incomes than others.

   1. _____

   2. _____

   3. _____

5. Do you think sex and race discrimination have anything to do with the income level of minority women? Why? _____

   _____

6. What does the term "minority" mean? _____

   _____

7. List four groups of people who would be considered minorities.

   1. _____

   2. _____

   3. _____

   4. _____

MATH SHEET #3

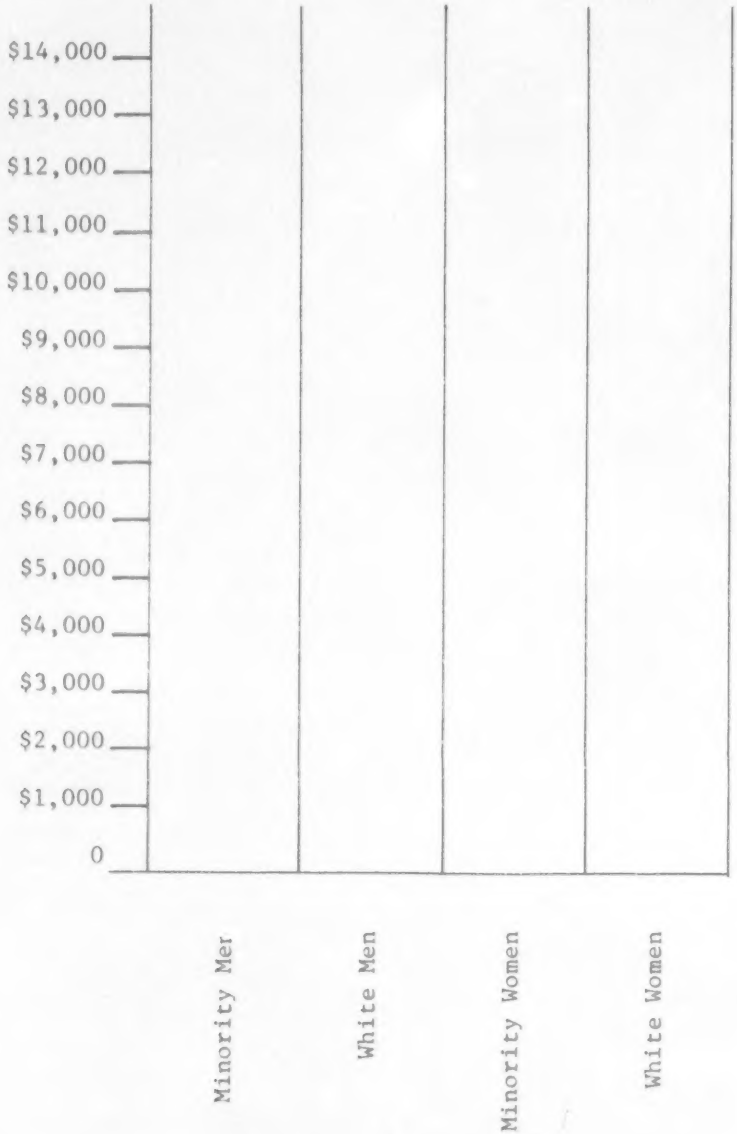
BAR GRAPH: INCOME DIFFERENCES

Median Incomes for Fully Employed Persons, 1975

White Women	$ 7,614.00
Minority* Women	7,505.00
White Men	13,216.00
Minority* Men	10,168.00

*Includes all races other than white.

Make a bar graph showing the different income levels for each of these groups.



MATH SHEET #4

INCOME COMPARISONS

Median Incomes for Fully Employed Persons, 1975

White Women	$ 7,614.00
Minority* Women	7,505.00
White Men	13,216.00
Minority* Men	10,168.00

*Includes all races other than white.

1. Who makes more money, white men or minority men? _____

   How much more money does this group make? _____

2. Who makes more money, white women or minority women? _____

   How much more money does this group make? _____

3. Who makes more money, white men or minority women? _____

   How much more money does this group make?

MATH SHEET #5

BAR GRAPH: INCOME DIFFERENCES

Comparison of Median Incomes, 1965 and 1975

1965		1975	
White Women	$3,991.00	White Women	$ 7,614.00
Minority* Women	2,816.00	Minority* Women	7,505.00
White Men	6,704.00	White Men	13,216.00
Minority* Men	4,277.00	Minority* Men	10,168.00

*Includes all races other than white.

Complete the bar graph below.

MATH SHEET #6

UNDERSTANDING INCOME DIFFERENCES

1. How much more money did white men make in 1975, compared to 1965?

2. How much more money did minority men make in 1975, compared to 1965?

3. How much more money did white women make in 1975, compared to 1965?

4. How much more money did minority women make in 1975, compared to 1965?

5. Circle the group that showed the biggest increase in income from 1965 to 1975.

   White men White women

   Minority men Minority women

6. Circle the two groups that showed the least increase in income between 1965 and 1975.

   White men White women

   Minority men Minority women

7. List three reasons why you think some groups had larger increases in income, from 1965 to 1975, than other groups.

   1. _____

   2. _____

   3. _____

8. Were the two groups you gave as answers in question #6 better off financially in 1965 or 1975? _____

   Why? _____

9. Why do you think people believe that the two groups you gave as answers in question #6 are financially better off now, even though the facts prove that this is not true?

   _____

10. Do you think sex and race discrimination have anything to do with the income levels, in both 1965 and 1975, of minority women? _____

    _____

MATH SHEET #7

SALARY COMPARISONS

1. These are the median yearly salaries, from 1965 and 1975, for some groups of people. Decide which of the following groups earn each salary for each year: white men, minority women, white women, and minority men. Write your choice on the line.

Yearly Salaries, 1965

a. _____ $3,991.00

b. _____ $6,704.00

c. _____ $4,277.00

d. _____ $2,816.00

Yearly Salaries, 1975

e. _____ $10,168.00

f. _____ $7,505.00

g. _____ $13,216.00

h. _____ $7,614.00

MATH SHEET #7 (continued)

2. Did median incomes increase for all groups between 1965 and 1975?

_____

3. Which group continues to make the most money? _____

_____

4. Which group continues to make the least money? _____

_____

5. Why do you think that there is such a difference between the earnings of minority women and the other groups? _____

_____

_____

6. How do one's race and sex affect earning capacity? _____

_____

_____

_____

ANSWERS

MATH SHEETS #1-#7

MATH SHEET #1

Each student will make a standard bar graph showing the incomes in 1965 of the four groups listed.

MATH SHEET #2

1. White men
   $2,427.00

2. White women
   $1,175.00

3. White men
   $3,888.00

4. 1. Race discrimination
   2. Sex discrimination
   3. Unequal opportunity

5. Yes, because their income level is lower than that of all other groups.

6. All races other than white.

7. American Indians
   Asian Americans
   Blacks
   Hispanics

MATH SHEET #3

Each student will make a standard bar graph showing the incomes in 1975 of the four groups listed.

MATH SHEET #4

1. White men
   $3,048.00

2. White women
   $109.00

3. White men
   $5,711.00

MATH SHEET #5

Each student's graph should reflect the income levels of the groups listed for both 1965 and 1975.

ANSWERS (continued)

MATH SHEET #6

1. $6,512.00

2. $5,891.00

3. $3,623.00

4. $4,689.00

5. White men

6. White women
   Minority women

7. 1. Race discrimination
   2. Sex discrimination
   3. Unequal opportunities

8. Better off in 1965.

   Both groups made more money in 1975. However, proportionally (compared to the other groups listed), they had a larger income in 1965.

9. Due to media coverage of the feminist movement, affirmative action, and some groups affected by the civil rights movements (e.g., Indians and Chicanos), many people believe that these movements are making gains.

10. Yes. Minority women continue to earn less than any other group. Sex and race discrimination prevent minority women from earning incomes equal to those of other groups.

MATH SHEET #7

1. a. White women
   b. White men
   c. Minority men
   d. Minority women
   e. Minority men
   f. Minority women
   g. White men
   h. White women

2. Yes

3. White men

4. Minority women

5. Minority women earn less than other groups as they are discriminated against on the basis of both race and sex.

6. Being both female and a member of a minority can mean fewer opportunities in education and job training. These things contribute to the kind of job that a person is able to get. This, in turn, affects how much one is able to earn.

NAMES: Beverly Long and Brenda McDaniels, St. Paul Public Schools

SUBJECT: Career Education/Social Studies GRADE LEVEL: 3-4

Title of Lesson: Relating to Careers

Group(s): American Indian, Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): Although minority women have been discriminated against in the world of work, they are increasingly found in nontraditional careers.

Behavioral Objective(s):

Each student will be able to identify and describe three nontraditional occupations which minority women pursue today.

Teaching Procedures and Activities:

1. Teacher will introduce the lesson by explaining to students the term "discrimination."

2. Put the following words on the board and elicit from students their interpretations of them:

discrimination	American Indian
racism	Asian American
sexism	Black
occupation	Hispanic

3. Teacher will write words and definitions on the chalkboard and explain to students the meaning of each.

   discrimination: Making a distinction in favor of, or against, people because of their race and/or sex rather than on individual merit.

   racism: discriminating against people because of their race.

   sexism: discriminating against people because of their sex.

occupation: a person's job.

American Indian: U.S. citizens with ancestry from North, Central, and South America and Caribbean Islands.

Asian American: U.S. citizens of Asian ancestry. Countries of origin include Japan, China, Philippine Islands, Pacific Islands, Korea, Southeast Asia, and East India.

Black: U.S. citizens with ancestry from Africa and from the Caribbean and Oceanic Islands.

Hispanic: U.S. citizens with ancestry from South America, Puerto Rico, Mexico, Central America, and Spain.

4. Use world map and point out places of origin for each group of minority women.

5. Teacher will read the story A Woman Is . . . to students. Show pictures of women to class and ask students to name all the minority women they are able to identify.

   Suggested identifications:

   Page 5 --Hispanic
   Page 7 --Black
   Page 9 --Asian American
   Page 11--Black
   Page 13--Asian American
   Page 29--Asian American
   Page 33--American Indian

6. Teacher will pass out copies of Worksheet #1 to students. Read over list with class. Divide students into working groups. They are to use recommended books and check off occupations which include minority women. Recommended books are: A Woman Is . . . , Women at Their Work, Women at Work.

   Note: Teacher should review Women at Work before students use it. After students complete the checklist, they are to write a paragraph explaining any apparent discrimination their checklist presents. For

example: "I found very few Hispanic women throughout the entire book of Women at Work. More Black women seemed to appear in domestic jobs than in professional ones."

7. Supplementary Activities:

Minority Females Occupations Game

Materials needed:

Tagboard
Paste
Scissors
Hole Punch
String

Cards:

Identification Cards	Description Cards	Occupation Cards
Hispanic	I am a person who fixes electrical wires in your home.	Electrician
Asian American	I am a person who unstops pipes.	Plumber
American Indian	I am a person who helps you when your animals are ill.	Veterinarian
Black	I am a person who helps build homes and other buildings.	Construction Worker
Hispanic	I am a person in charge of all the people who work in a big company.	Executive
Asian American	I am a person who helps defend people in court.	Lawyer

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American Indian	I am a person who spends long hours on the road, driving with supplies, equipment, etc.	Truck Driver
Black	I am a person in charge of all schools, students, teachers, principals, custodians, and school business.	Superintendent of Schools

Teacher Preparation:

Paste the different cards on tagboards. For each identification card, punch a hole in the top and loop string through so that students can wear it. Description and occupation cards can be pasted together in back-to-back fashion.

Directions:

Teacher will explain to class the procedures for role playing the "Minority Female Occupations Game." This game is played using the same format as charades.

Teacher may explain rules for playing the game using the following dialogue:

Students, we will continue learning about minority women's occupations by playing a game called "Minority Female Occupations Game." How many of you have ever played charades? This game is played in a very similar way. The charades leader will come to the front of the class.

a. The first item the leader will receive will be an identification card which she/he will hang around the neck.

b. I will then give you the description of the occupation and you have to read it to yourself silently.

c. You have one minute to decide how you will pantomime the job description for your classmates.

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d. You must not talk or you will be disqualified. You must communicate nonverbally.

e. After you have read the description, I will take the description back and give you 3 minutes to get a response from your classmates. If you do not succeed in 3 minutes, your time is up. You will then have to assist the next person who comes up and the two of you will try to coach your classmates for a response. If someone guesses the job title, he or she will become the charade leader. Otherwise, the student who is leader chooses the next leader.

f. After three students cannot get a response, the teacher selects another student to be the charade leader. The same procedure is followed.

Teacher and students will role play interviewing for the various jobs. Teacher will interview each student individually. Worksheet #2 is a suggested role play dialogue. If students are creative enough to implement their own, they should do so. Teacher should adapt the suggested dialogue to each job category. Note: All supplementary activities are designed for all children, girls and boys, regardless of race. The idea is to give all students a feeling of what it is like to have different identities.

Evaluation Procedure:

Each student will be able to list and describe three nontraditional occupations which minority women pursue today.

Resources and Materials:

English, Betty Lou. Women at Their Work. New York: The Dial Press, 1977.

Medsger, Betty. Women at Work. New York: Sheed and Ward, 1975.

Pellett, Elizabeth A.; Osen, Deborah K.; and May, Marguerite P. A Woman Is . . . . Concord, Calif.: Aardvark Media, 1974.

WORKSHEET #1

JOB STEREOTYPES

Directions: Place a check mark in the column which best illustrates your perception of that particular job.

OCCUPATION	WHITE WOMEN	AMERICAN INDIAN	ASIAN AMERICAN	BLACK	HISPANIC
Accountant					
Appliance repair mechanic					
Architect					
Artist					
Athlete					
Auto mechanic					
Bank officer					
Bookkeeper					
Business executive					
Carpenter					
Cashier					
Chemist					
Computer operator or data processor					
Dancer					
Dental hygienist					
Dentist					
Doctor					
Electrician					
Engineer					
Farmer					
Governor					

WORKSHEET #1 (continued)

OCCUPATION	WHITE WOMEN	AMERICAN INDIAN	ASIAN AMERICAN	BLACK	HISPANIC
Grocer					
Guard					
Hospital aide					
Jockey					
Lawyer					
Lineperson					
Mathematician					
Medical technologist					
Mother					
Nurse					
Pharmacist					
Plumber					
Pilot					
Police officer					
Psychologist					
Salesperson					
Scientist					
Skycap					
Social worker					
Teacher					
Veterinarian					

WORKSHEET #2

ROLE-PLAYING JOB INTERVIEW

Suggested Dialogue:

Interviewer: How do you do, Ms. Littlestar. I am Ms. Anderson. Let me see, now. You have applied for the job of secretary, is that not right?

Ms. Littlestar: No, it is not right. I applied for the position of electrician.

Interviewer: (Looking shocked) But have you worked in the position of an electrician before?

Ms. Littlestar: Yes, I have. My references are listed on my application.

Interviewer: Well, I'll have to check and see if the job is still available.

Ms. Littlestar: I called in yesterday and was told that the position was available.

Interviewer: I will still have to call and check. Can you answer a few questions for me, please?

Ms. Littlestar: Yes.

Interviewer: What type of electrical wiring has been your specialty, residential or business.

Ms. Littlestar: Business.

Interviewer: Do you do live wire repair or dead wire?

Ms. Littlestar: Dead wire.

Interviewer: How long have you been an electrician?

Ms. Littlestar: Three years.

Interviewer: Thank you for coming in. You will be hearing from us within a few weeks.

Ms. Littlestar: Thank you.

Teacher should emphasize that interviews will vary; some are longer, some shorter. Many times, people who are hiring already have certain persons in mind for jobs.

NAME: Myrna Boyken, Roseville Area Schools

SUBJECT: Career Education GRADE LEVEL: 5-6

Title of Lesson: Newscasting Data and the Minority Woman

Group(s): Asian American and Black

Key Concept(s): Discrimination

Generalization(s): Top positions in the media are more frequently held by white men than by any other group of people. Minority women are seldom seen in news media positions such as anchorpersons or meteorologists.

Behavioral Objective(s):

Each student will be able to analyze in a one-page report why minority women are the least represented in the national network news media.

Teaching Procedures and Activities:

Day I

1. Teacher will elicit responses from students about the word "discrimination."

   Key discussion questions:

   a. What does the word "discrimination" mean? (Making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.)

   b. How do the media discriminate against minority women in newscasting? (There are very few minority women hired as anchorpersons, meteorologists, sportscasters, or other reporters who are on the air.)

2. Students will read the story What Can She Be? A Newscaster by passing the book around to different students. Teacher will elicit student discussion by using the following questions:

Key discussion questions:

a. What is Barbara Lamont's job? (She is a newscaster for both radio and television?)

b. What does her career involve? (Telling her listeners about the interesting and important things that happen every day.)

c. How does Barbara get the news she reports? (She carries a tape recorder and goes to different places to interview people.)

d. Which of Barbara's interviews did you enjoy reading? Why?

e. How did she make the people feel when she interviewed them? (Very comfortable.)

f. Do you think that in all Barbara's interviews the people always co-operated with her? (Answers will vary. Encourage students to think about discrimination.)

3. Discuss with the students the subtle type of discrimination Barbara, a Black woman, might have been faced with. (Suggestions include: sex discrimination--because of her sex; race discrimination--because of her race; hiring discrimination--because Black women were seldom in this position; salary discrimination--because the practice was to pay men more than women.)

4. Supplementary Activity:

Have the class write a letter to Barbara through the publishing company. They should ask her to describe the types of discrimination that she is confronted with in her job as a newscaster. Emphasize to students that the letter should begin by explaining that they are studying minority women and discrimination in America.

Sample questions:

a. What types of discrimination are you confronted with daily?

b. What types of discrimination were evident when you started interviewing people?

c. Have people always talked to you as easily as the interviews indicated in the book?

d. Are there other Black or minority women working in any media job in the station where you work?

5. Teacher will elicit responses from students about their family's favorite news broadcast.

   Key discussion questions:

   a. On the news your family watches, how many of the newscasters are minority women?

   b. Which minority groups do they belong to?

6. Teacher will divide the class into three groups. Assign a different television network to each of the groups: Group X--ABC; Group Y--CBS; Group Z--NBC. Teacher will pass out Worksheet #1. Students are to meet together and try to fill out their worksheets as a group. Each student should carry her/his worksheet home. Each student should fill out the remaining spaces on the worksheet at home while she/he watches the evening news with her/his family.

Day II

1. Each group is to meet for 5 minutes to compare notes from Worksheet #1 and decide on a reporter. Students will meet as a class to share results. Each reporter will give findings. Teacher will elicit discussion from groups about family comments.

Sample questions:

a. How does your family feel about the small representation of minority women in the media?

b. Have they ever thought about the disproportionate number of minority women represented in the newscasts?

2. Each group is to use the information on its surveys to make the graph on Worksheet #2.

3. Using the article "News Anchorperson" from Jade magazine, students are to practice reading the interviews. Teacher should divide students into three groups. After students have read the interview in small groups, they will choose one person from each group to role play the interview before the class.

4. Students should write letters to Connie Chung and Tricia Toyota as a class. They should explain that the class is studying minority women in the media. Each group should contribute two questions to the letter.

   Sample questions:

   a. Connie, you stated in your interview that you identified mostly with Walter Cronkite, Marvin Kalb, and Roger Mudd. Did you wonder why minority women were not represented on that team?

   b. What types of subtle discrimination are you confronted with?

   c. Do people treat you the same now as they did when you first began?

5. Each group will research two areas in media and find out where discrimination against minority women is the most prominent. Obtain Occupational Outlook Handbook from the library or write:

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and ask for specific information.

6. Students should write for more specific information on minority women in the media, i.e., specific information on percentage of minority women in the roles of anchorpersons, meteorologists, newscasters, etc.

Sources of additional information:

National Association of Broadcasters, 1771 N St. NW, Washington, D.C. 20036

Corporation for Public Broadcasting, 1111 16th St. NW, Washington, D.C. 20036

Evaluation Procedure:

Each student will write a one-page report analyzing why minority women are the least represented in the national network news media.

Resources and Materials:

Goldreich, Gloria, and Goldreich, Esther. What Can She Be? A Newscaster. New York: Lothrop, Lee & Shepherd Co., 1973.

"News Anchorperson." Interview by Mario Machado. Jade, Vol. 2, No. 4, July 1978, pp. 6-7, 39-44. Reprinted here on pp. 117-124.

Occupational Outlook Handbook. Washington, D.C.: Bureau of Labor Statistics, 1978.

Worksheets #1 and #2.

Additional information can be obtained from:

"Media." Fact Sheets on Institutional Racism. New York: Council on Interracial Books for Children, August 1975, pp. 14-15.

"Media." Fact Sheets on Institutional Sexism. New York: Council on Interracial Books for Children, March 1976, p. 12.

Window Dressing on the Set: Women and Minorities in Television. A Report of the U.S. Civil Rights Commission, August 1977.

Window Dressing on the Set: An Update. A Report of the U.S. Civil Rights Commission, January 1979.

WORKSHEET #1

THE EARLY EVENING NEWS

Channel Code letters and number _____

Position	Names of Employees	Sex	Race
Anchorpersons			
Meteorologist			
Sports Announcer			
Other Reporters			

Totals	White Males	White Females	Minority Males	Minority Females
Number				

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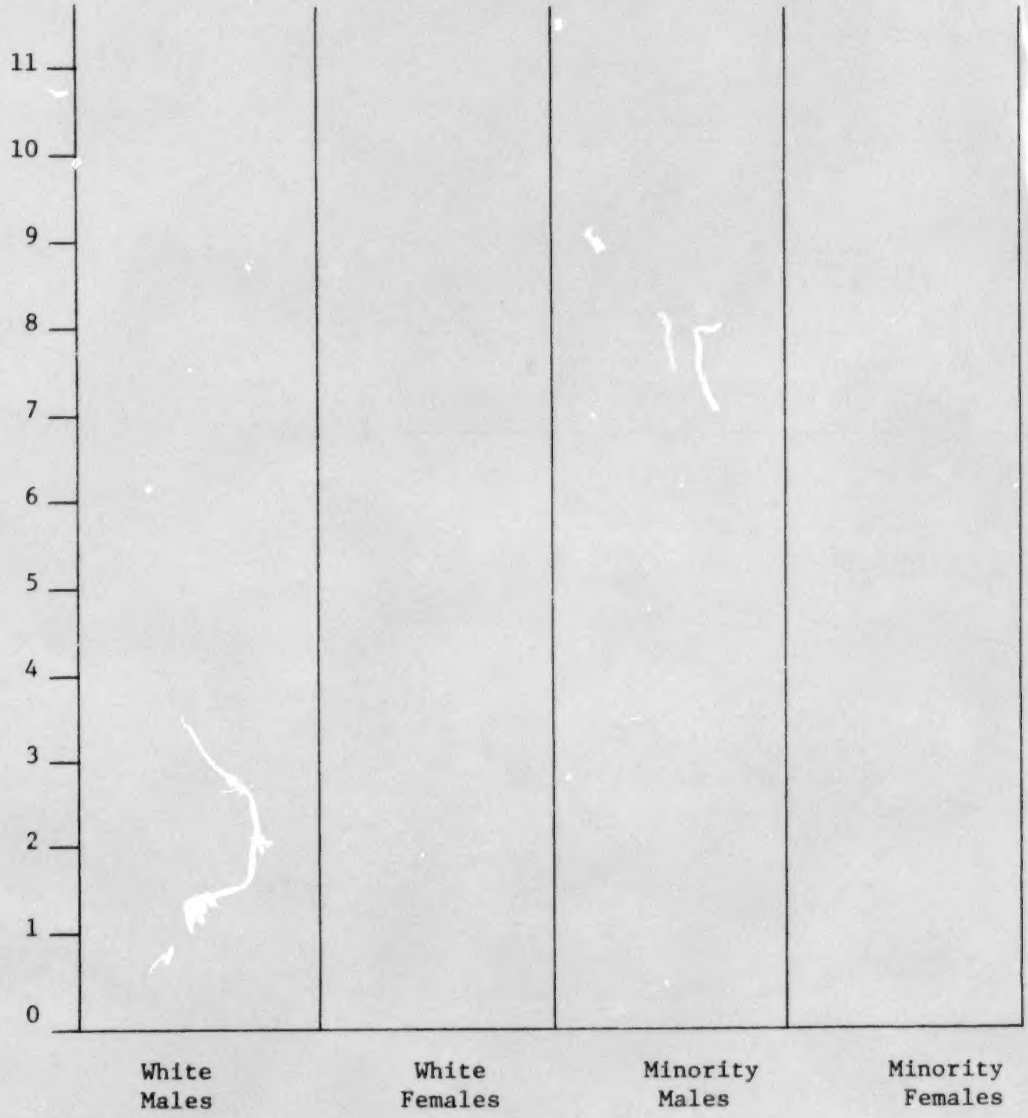
WORKSHEET #2

THE EARLY EVENING NEWS

Channel Code letters and number _____

Use the totals from your table on Worksheet #1 to make the graph below.



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News Anchorperson

Interviewer Mario Machado, television broadcaster was honored by the Mayor of Los Angeles as the Asian American of the Year, 1978.

Connie, Mario and Tricia met for lunch at Chambord on Wilshire Boulevard and conducted this interview in its garden enclosed patio.

Connie Chung, anchors KCBS's afternoon and evening news broadcast. Her journalism career began as a newsroom copygirl at a metromedia station in Washington, D.C.

In 1970, WTTG promoted Connie to on-the-air reporter where CBS news noticed her. In October of 1971, Connie was made a CBS News reporter.

From 1971 to 1974, Connie followed Senator George McGovern from his California primary campaign to his general election defeat; chronicled the House Judiciary Committee hearings on impeachment; and witnessed Richard Nixon's resignation as President.

As a news correspondent from 1974 until coming to Los Angeles in 1976, Connie was responsible for covering former Vice President Nelson Rockefeller and by-lined a wrap-up feature story on his first full year in office in the CBS News Almanac of 1976.

Connie has received a number of awards and distinctions including Outstanding Young Woman of America, 1975; Woman of Distinction from the Golden Skipper Club, 1975; Honorary Doctorate in Journalism from the Norwich University at Northfield, Vermont, 1974; National Association of Media Women Award, 1973; Outstanding Excellence in News & Public Service Award from the Chinese American Citizens Alliance, 1974; Metro Area Mass Media Award for outstanding excellence in the field of news reporting from the American Association of University Women, 1973.

INTERVIEW BY: MARIO MACHADO

Mario: How would you describe Connie Chung as a person? What turns you off, turns you on about life and what motivates you?

Connie: I suppose you could say that I'm very ambitious. I love my work. I work almost 24 hours a day, seven

days week. When I'm working on a particular story, that's all I can think about. I'm almost a one-track mind on it and I spend very little time really relaxing the way other people do, which is perhaps playing tennis or swimming or running or things like that. I do very few physical things. I'm very, I don't know; I must be a workaholic. I work all the time and actually, my greatest enjoyment is working.

Mario: Who set up that process? As you grew up, were you like that or was there a turning point where suddenly you got totally immersed in career objectives?

Connie: I think there was a turning point in my life when I decided I was going to go into television news and I think that's when I became dedicated. I think throughout school I was, perhaps, a good student, but I wasn't that dedicated to scholastics or academia, anything like that. I think I sort of just enjoyed school but also ran for office, student government, various things like that. So I kind of enjoyed my school years. I kind of bounced along and had a good time. And it wasn't until toward the end of college that I finally decided what I wanted to do with my life. And as soon as I decided that I would go into television news, I think I became truly focused on one direction working toward my career.

Mario: Now, you started how many years ago?

Connie: In about, let's see, 1969, so we're talking about nine years.

Mario: At that time, when you embarked on your career as a television broadcaster, did you have a fixed goal to be an anchorperson somewhere or did you just want to be the work-a-day reporter, in general?

Connie: I think, when I first started out, I wanted to be a general assignment television news reporter, but I really wanted to work for CBS news.

Connie Chung gained national recognition as the Washington D.C. reporter for Walter Cronkite's CBS news. Here she is shown with ex-anchor Maury Povich.

Mario: Why?

Connie: Because I always watched Walter Cronkite and I identified with those correspondents - Marvin Calvin, Roger Mudd, Eric Severeid. They had always been the people that I watched and I remembered them well. I remembered their names, I always thought they were the best. And I thought that if I ever go to the networks, I would want to work for CBS news. So after I worked for this little station, metromedia station in Washington D.C., I got a job at the network and that was my goal at that time. I wasn't thinking beyond that. And this job of anchoring the news locally in Los Angeles was out of the blue. It never occurred to me to do something like this.

Mario: You've been with CBS all this while other than for the short stint at metromedia. Now that you're totally immersed as an anchorperson and established as one, supposing the lid closed at CBS and there are no other career paths to follow within the corporation? Would you entertain thoughts of leaving since you seem to be so loyal to CBS?

Connie: Sure, I'd leave. Offer me a million dollars, I could develop a lisp.

Mario: Great line. See, this is a side of you that I don't think people see. You give a very serious demeanor, at

least over the air, because you're a professional but you're really a very funny lady.

Connie: Thank you.

Mario: The price that you pay to be the anchorperson, to be respected and to be a woman of credibility and integrity are the sacrifices worth it?

Connie: Oh yes, I think so. I don't think I've sacrificed a great many things. I'm enjoying myself tremendously. I don't think I'm missing out on life somewhere along the way. I think that maybe there will come a time, a few years from now, when a woman my age has to make a crucial decision and that is whether or not she's going to have children.

Mario: You're not even married.

Connie: That's right and I'm old-fashioned enough to want to be married to have children. I mean, want to be married first. I'm 31 now and I think in a few years I'm going to have to decide if I want to have children. If I want to have children, I'm going to have to get married. And that will be a crucial decision. If I pass that age and decide not to have children, maybe then I will feel, when I'm 45 or something, that maybe I might have missed out on something that other part of a woman's life. But at this point, I'm not faced with the crucial decision just yet.

Mario: You seem to be very demanding, demanding of yourself, demanding of life. In a particular partner, a life mate at some point of time, if you come to that, what do you look for in men? What are the perimeters that you've established? You expect them to be understanding, obviously, since you're a seven-day-a-week work woman.

Connie: I think a man whom I would be interested in is someone who works hard too. In other words, someone who had a successful job and loves to work. It wouldn't bother me a bit if that person also works seven days a week because then it would sort of fit and then we wouldn't both be working at various times and fit each other in between. But mainly, he has got to understand that I enjoy my work and it's a great part of my life. I'm not so selfish, though, that I would devote all of my time to my work. I mean, I'm old-fashioned enough to enjoy a personal relationship so I think this person, whoever he is, has got to understand that my work is very, very important to me, but he's also got to be a hard-working person himself. He can't be sitting around living on my successes or my failures, my work.

Mario: You say that you work seven days a week. How do you keep so trim? You say you stay away from exercise completely. Is it just the work itself and the energy it takes or are you a light eater? What is your diet on a given day to drive you 24 hours a day? Something has to replenish that motor.

Connie: I probably eat two or three meals a day. I don't eat in between meals at all, hardly.

Mario: No junk food?

Connie: Well, I eat junk food for dinner lots of times.

Mario: Like what?

Connie: McDonald's hamburgers.

Mario: Are you serious? And you get on the air and tell about how bad junk foods are?

Connie: Actually, I don't do that much. Usually our consumer reporter does that.

Mario: I've met your parents and your father is a very distinguished gentleman who has had a distinguished career and he's also worked for the government. How much influence has he played in the Connie Chung who is sitting in front of me?

Connie: Oh, I think both my parents had a tremendous influence on me. I think you'll see it in my sisters too, if you ever meet them, Mario. I have four older sisters.

Mario: You're the baby?

Connie: Yeah, of a family of five girls. And they're all, I think, smart ladies, worldly women and some of them work and some of them don't but I think they all could if they wanted to. And they're all wonderful hostesses if that's what they do more often than work. But, I think, for my father in particular, I've probably served in some ways as his son, the son that he never had. Because in Chinese tradition, you know, you really ought to have a son to carry on the family name. Well, what I think I've done for him is to make the name Chung known in some ways in this country. So I think that I have served in many ways to be his son. And for my mother, I think I've served in many ways because she has become much more liberated over the years even though she's a nice little Chinese lady. I think I've served in many ways to be her outlet for a career person. She's never had a career.

Mario: What influence have you provided the Asian community? I don't care whether they're Japanese, Korean, Filipino, because here you are, a viable model, a woman who is respected by a great number of people who watch you and trust you, actually. Have you gotten lots of letters from young Asians who say, 'You've motivated me now. I want to go to school. I want to be a reporter.' You don't feel threatened by that, do you?

Connie: Oh, heavens no. It's very encouraging. But the fact is, it's not just Asians. I get letters from ordinary old white people little girls who say, 'Oh, I watch you and now I'm all excited and I want to get into television. Tell me what I should do. I'm only in elementary school.' So it happens with both Asians and just girls, females. Females, I think, identify with females who are successful or who have positions which they see everyday.

Mario: You're a very contained lady. What turns you off? What makes you

angry? What gets your dander up? Does anything ever get you upset or do you handle everything in stride very calmly or do you seethe within, do you have ulcers?

Connie: No, I don't have any ulcers. I'm really calm. I really am. I can get mad, I suppose. At work there are things that make me angry, like when you have terrible technical problems.

Mario: You're a professional, then, and you expect others to be a professional as you.

Connie: Well, I like things perfect. I like everything perfect.

Mario: Are you perfect?

Connie: No, come on. Look at that little freckle in my eye.

Mario: You have impeccable taste, also. Where do you shop? Are you a bargain hunter or do you shop with the rest of the people or have it made?

Connie: I don't have time to bargain hunt much. I will go and buy things on sale occasionally but I'm not a good bargain person.

Mario: Chinese are great bargainers.

Connie: When I went to the Middle East on Nixon's last trip, you know, you've got to bargain with those people to buy things. I didn't want to do it - tell me how much it is, I'll pay it and goodbye.

Mario: That's it?

Connie: Yeah.

Mario: You're a pushover.

Connie: Yeah, when it comes to selling me something, how much is it? Okay, here, take it.

Mario: What is your work day like? What time do you go in and do you stay until after the last report is written and do you hash over the day? What do you do?

Connie: If I have an ordinary day, it's really kind of easy. I feel very guilty. I feel like I haven't put in a lot of work. I go from noon or one until midnight which is still eleven or twelve hours but I feel very guilty. I feel like I haven't done a thing. If I'm working on a story, like for instance last week I was doing a series, I'm a night person so I like to work after the 11:30 news. So I con somebody to stay up with me, an editor to edit something with me, if not an editor then I'm just writing myself. I'll stay there until three or four o'clock in the morning editing something. And then, in the reporting stage of the particular story, then I'll do that in the morning. So then, I'll put in a 15 or 17-hour day. And that's when I really feel like I've worked.

Mario: Do you take vitamins and how do your eyes stay so clear and bright?

Connie: Sometimes I take an iron pill or two. When I was really little, when I was in elementary school, the doctor that delivered me said, 'Oh, she's so skinny. We gotta do something to help her.' So he gave me some iron pills, so from time to time in my life I've taken iron pills but I don't know if it does any good.

Mario: Do you ever take chances?

Connie: Nope. The only chance I ever took, Mario, was coming out here.

Mario: Are you serious?

Connie: Yeah. I am so, you know, everything is just perfect, careful little steps, very calculated and nothing off-the-wall. Never, 'let's go take a vacation.'

Mario: You're a calculating person?

Connie: Calculating to the extent that I think about what I'm going to do and make careful decisions. Just very thoughtful and not whimsical at all. This job came along and I thought, 'Oh, wait a minute. Connie. You're not even 30 yet.' I was 29 at the time and I thought to myself, 'Here I have this opportunity to get out of my hometown which is Washington D.C. and live somewhere else and have this nice new job. Why not take it? Just get off your tail and just do something with your life instead of just taking these nice careful little steps up the network ladder.' So I did it.

Mario: Can you always go back to the network? Do you have that written provision?

Connie: It's not written, no. But I kept my ties there, I haven't burned any bridges and I feel confident that if I wanted to go back at any given time that they would be happy to have me, I think.

Mario: An individual in the news business is affected by the political game directly or indirectly. Being that you were sent to Los Angeles from the New York office, with your well earned reputation, do you feel you are the sacrosanctness of someone or that the network is your patron saint?

Connie: Oh, you mean as they say in the profession, do I have a rabbi looking out for me. No, no I don't. There are still some people who I used to work at CBS news with who keep in contact with me and are very nice to me but I wouldn't say that I really have a rabbi there because they have vulnerable positions too, they come and go too. So, as far as here is concerned, I think I'm treated very nicely but not any more than any of the other anchors. I think people in anchor positions do have a much more coveted role and there's no question about the fact that I think that management is always more gracious to the anchorpeople. They invite them to lunches more often and whatever.

Mario: How important is the Chinese culture to you? Do you know a lot about the Chinese culture?

Connie: Yes. I was brought up in a very, very Chinese home. My parents, I think, were very traditional because they came directly from the mainland. We're first generation. The difference between my parents 30 years ago and my parents now is that they simply have become extremely liberalized. Over the years they've just grown with the times. Fashion-wise, my mother's way ahead of me. I mean, if she goes out shopping with me, she'll occasionally say, 'Hey,

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Tricia Toyota was one of the very first Asian American women to become a television news anchorperson. Her co-anchor at KNBC is Jeff Marlowe.

stop wearing those standard tailored clothes. Get something a little bit wacky.'

Mario: Do you?

Connie: Sure.

Mario: Where do you wear it?

Connie: I wear it on television. I've worn some gypsy-looking things and she thinks it's terrific. She says, 'Come on, stop buying the same types of clothes.'

Mario: Where do you go from here? Let's say that it gets boring, not that it will, but you've done five years, six years as a key anchorperson, the raises keep coming, what happens to you then? Where would you like to go or would you like to play a different type of role in communications?

Connie: No, I would never want to go into management, for instance, or into a producer position or anything like that. I enjoy being on the air, playing reporter and playing anchorperson.

Mario: Why do you say playing?

Connie: I don't know, I shouldn't have used that word. I really mean being a reporter. And, maybe go back to the network, maybe go to New York. You see, I've never worked and lived in New York.

Mario: You'd like that?

Connie: Uh huh, I think so. I've never lived there.

Mario: What about the morning news, getting up at three a.m. in the morning like Leslie Stall?

Connie: Well, that's what they offered me if I wanted to stay. I decided I didn't want to do that because I thought it was a graveyard.

Mario: Are you learning here?

Connie: Oh yes. Heavens yes. I don't know if you've noticed but I think I've changed tremendously on the air since I've been on.

Mario: You have. I watch you. I'm a fan. I really am.

Tritia Toyota has received Emmy nomination for her anchoring of KNBC's afternoon and evening news. While at that station she has hosted public affairs programs, their News Conference, Expressions: East-West and Focus. She was also the producer/reporter on a weekly feature entitled "4 Your Money."

Starting her broadcast career as an "Action Reporter" at CBS/KNX News radio in Hollywood, she doubled as producer, writer and on air reporter.

A native of Oregon, Tritia received her B.S. degree from Oregon State University in home economics with a minor in communications. She was a member of the Dean's List and elected to Theta Sigma Phi, the national journalism honorary for women.

In 1969, she came to to Los Angeles to continue graduate education at UCLA. In June of 1970, she was awarded a Master of Journalism Degree, with an emphasis in electronic journalism.

Mario: We want to know something about you. How would you describe yourself as a person? You were a reporter at one time, now you're a very well known and prominent anchorperson. How do you assess your progress and have you changed as a person?

Tritia: That's really tough, Mario. Sure, I've changed a lot in the six years I've been in television and two in radio. My husband says I've changed a lot. I think I've become more cognizant of what I want. I think in a job like this, you either become that way or you don't do very well. I think I've

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become, well, I don't want to say aggressive, but I want certain things now that I wasn't sure of six years ago. The job has put that desire in me to succeed, if you want to say that, to do well and, of course, to represent the Asian community.

Mario: When you started eight years ago, did you have a goal or did that goal come about because of the opportunities that presented itself?

Tritia: No. I didn't have a goal at the time. I was just trying to keep a job as a receptionist and didn't do much else until Sylvia Chase left and then got on the air at KNX. The opportunity really fell into my lap. Somebody from channel 4 called me. I wasn't even looking for a job in television then. Once I got the job, of course, I started thinking about other things such as becoming a very good reporter, doing anchor work, that kind of thing. I think the goal presented itself in a way.

Mario: Are you still very close to the friends you grew up with? I know that we all change, we gather a lot of friends along the way and many of them are like ships passing in the night. Do you have those friends who you grew up with and went to school with? Do you maintain those relationships over and above the new friends and acquaintances you do come across?

Tritia: I'm going to clarify that a little bit because I'm from Oregon, as you know. None of my friends are down here. They're all still up there. I have, of course, two or three very good friends I went to high school with who I still see and still keep in touch with. The friends that I consider my closest friends down here are the friends I met when I first started the business and that was way back before nobody even knew who I was. I was just a receptionist. Those are the people I still keep in contact with, two or three in particular who have gone on to other things. They've raised families, they've gotten married, they're out of the business so to speak. Most of my friends really aren't in the business anyway. My close personal friends do other things.

Mario: What are the values that you believe in that will never change in terms of Tritia Toyota as a person? What would you never compromise in achieving your ultimate goal?

Tritia: Career wise, journalistic responsibility, journalistic ethic and responsibility to what I perceive myself to be an Asian reporter who happens to be a woman. Those are the kinds of things I would never compromise. My responsibility to the Asian community the way I perceive it, anyway.

Mario: On a personal basis, nothing to do with the job, what bugs you the most? If you could change anything, what would you change, what could you change?

Tritia: About myself?

Mario: Yes.

Tritia: I'd be more aggressive in getting a story. I'd be more aggressive in approaching people, more aggressive in my own personal relationships, more aggressive of what I want from somebody instead of hanging back and saying, 'Well, I don't really want to say anything.'

Mario: But you are. You've gotten in trouble because of some strong statements supposedly you made or didn't make.

Tritia: Are you talking about my personal life or are you talking about my professional life?

Mario: You can't divorce the two. I think they intermingle. I think what you are as a person really relates to how I perceive you on the air. I think you come across as bright, intelligent, forceful, and I think your personality also states that. You're not the shy secretary you were eight years ago. You're tough.

Tritia: No, I am but maybe a lot of it is a facade too. You approach stories, you approach people maybe on more of an offensive than you would a defensive. But in my own head, I would like to be more aggressive. I really would, maybe just to convince myself.

Mario: Career wise, where are you going and what are the obstacles in the way of achieving that goal?

Tritia: Well, I still want to continue to report very much. I don't want to anchor solely because that's really not where it's happening. The field and street are where it's happening. By the time I get back to the anchor desk, it has already happened. So I still want to continue to report, specifically to do investigative reporting if I can, within the confines of television. In terms of the obstacles that stand in my way, there certainly were a lot of obstacles six years ago. I think, perhaps, I'm beginning to overcome those or at least not consider them as important as I did before. There are obstacles, for example, people's perception of me as a reporter rather than as an Asian woman, rather than as a young reporter. I'm not young anymore. When I started out I was 22 years old and certainly that was a long time ago. I will be over 30 in a couple of months. That's not young anymore in this business. You know, I certainly think I've paid my dues. I think there are a lot of people who might not agree with that in terms of the longevity. Sure, I haven't spent 15 or 20 years in the business, but in another ten years I will have.

Mario: I've been in the business ten years total, and I feel that in my way I've helped inspire, motivate some people. What kind of model do you perceive yourself to be in terms of the Asian community and how many more young Asian women are now thinking in terms of your career only because Tritia Toyota paved the way?

Tritia: Yes, I think that's a definite, atypical, and a stereotypical role model that Connie and I have pro-

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vided, that Joanne Ishimine has provided for the Asian community here. You know we're doing something that no other Asian women are really doing and I can't tell you how many kids. I mean I've had six year old girls write to me and tell me they want to be television reporters when they grow up these are little Asian kids. Six years ago there wasn't that example, there wasn't that model and that's what makes me feel so great about this job. I'm talking about the responsibility to present myself as an excellent reporter, writer or whatever skills I can bring to the job and someone who happens to be Asian too.

Mario: As the news comes across your desk, as a reporter or as you see things, as an anchorperson, and they reflect on the Asian community, particularly the Japanese American community, supposing you saw something on the budget that they weren't going to cover. Would you assert yourself and say, 'Hey, as an interested Asian-American, and particularly where it involves the Japanese-American community, I really, earnestly believe we should cover that story.' Do you assert yourself in that way on behalf of the Asian community?

Tritia: Assuming that it has journalistic merit to begin with, of course. That's not to say that I'll go in there and threaten them or anything but I'll just say, 'This is a story, let me present to you the facts, you decide whether or not it should be covered.' On that basis, we have covered many stories that perhaps otherwise, might not have been covered. That's why we have minorities in the business, right? I mean this is not a white society, this is not an Anglo society. There are many, many facets, many communities out there that should be and need to be covered. Of course, that's news' responsibility. My responsibility as an Asian journalist, the responsibility of a black, a Chicano journalist, by the same token, responsibility of a Jewish reporter, an Anglo reporter, it doesn't matter.

Mario: But it is not necessary that a Japanese-American reporter cover a Japanese-American oriented subject. Anyone else can cover it providing they use those journalistic talents that each and every reporter should have, fair and objective.

Tritia: I suppose if you're talking about the bottom line, yes. A reporter's a reporter is a reporter.

Mario: You're not biased when you go into a Japanese-American story and add a little more?

Tritia: I don't think I am. What I bring to that story, perhaps, is more of an understanding, more of a background and there's nothing wrong with any story you cover, whether it's economics, politics, science, to bring to that story as much background as you can. And that's the way I perceive covering Asian stories.

Mario: Of all the assignments you've had, what remains mostly you've hosted the talk shows, you've done the field reporting which you still do, you anchor the news what has been the most memorable experience in those six years? What emotionally touched you? What story touched you most emotionally as a human being over and above the story which had its own personal value?

Tritia: This is very timely, obviously, because of his death, but interviewing Hubert Humphrey, several times after he found out he had cancer, just before he decided whether or not he was going to run for President again, and doing those interviews for the time and looking back now, he touched me in the way that no politician ever has before. And that's not to say I'm a Democrat or Republican, but he was a tremendously great man and I really enjoyed talking to him. He was down to earth. I can't even tell you. You know, he was not folksy, although everyone said that about him. But he treated me really as an equal and that's the first time, really in a long time that was several years ago, of course that a politician had treated me that way, especially someone of his status.

Mario: At NBC, when you were first making your mark as an anchorperson, given those opportunities, what kind of acceptance did you get from your colleagues, without naming any one specifically? Were they supportive?

Tritia: No, not particularly. There were a lot of people who thought there was only two reasons why I was hired, because I was Asian and female. And it was true. I certainly didn't have any experience to speak of. There were a couple of people, the man who's now our news director, who was extremely helpful who literally red-lined each one of my scripts to help me improve and it was a good two years before I felt I was really a halfway decent reporter. But, sure, there were a lot of people, and you know as well as I do that the business is very competitive. There are a lot of people who would just as soon see you out perhaps as in. And I ran into a lot of that the first couple of years from a lot of people, not so much at work but even out on the field. People I interviewed, you know, I just ignored them.

Mario: Where do you go from here? Where do you go career-wise?

Tritia: I would like to continue to anchor and report. I'm thinking very seriously of going back to school to get a doctorate. Whether or not that takes me out of the business I don't know yet. This is not something that a person can do for 20 or 30 years at a time. Some people have. I don't think I could. It just takes too much out of me. It burns too much of me up.

Mario: Have you changed cosmetically? Less makeup, more makeup? Changed your hairstyle?

Tritia: Sure, here I am sitting with my tease makeup on. We have these teases, these network things. Sure, I never used to wear any makeup. My hair used to be much longer. I've changed to a more matured look. I was very young when I started, let's face it. I look very typically collegiate. These are very probing questions. I haven't had time to think about them. In fact, I don't think about things like that too often.

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Mario: I've seen you run around because of your busy, active day. How do you keep so trim, in other words, is weight ever a problem for Tritia Toyota? What kinds of exercises, if any? Tell us what you do to keep as trim as you are.

Tritia: I ski. We just got back from a week of skiing. I work out at a gym two or three times a week in Hollywood. I've belonged to that gym for about three years now. That means actually pressing weights and doing all that other unglamorous stuff. I don't really eat very much anyway. I don't have time.

Mario: You don't have to worry about weight at all?

Tritia: Not now I don't.

Mario: What is your diet? Do you have a strong breakfast and fast the rest?

Tritia: No, well, this morning I didn't have any breakfast at all because I had to get up and go downtown to talk to somebody. I thought we were going to have at least time for coffee or something. So, no breakfast this morning. This is the first time I've had lunch. I would never have lunch this way. If we were doing a story, of course, I'd have to come back and put the thing together.

Mario: You don't smoke?

Tritia: No, I quit.

Mario: Drink, drink occasionally?

Tritia: Only after six o'clock, otherwise I can't function.

Mario: Nervous?

Tritia: Yes, sure. I'm hyper. Can't you tell? I'm always hyper.

Mario: Oh, you come off as very composed. How do you manage a career as successfully as you do and maintain that type of relationship with your husband? Does he ever demand more of your time than he gets?

Tritia: Yes and no. He's extremely understanding and we would never have been married this long if it hadn't been that way because my career is very important to me. He is also very important. We've been married for six years now but he understands the limitations of the relationship, the priority I put in getting a story and that kind of thing. He's my best friend, my worst critic and terrifically understanding. I'd of never made it without him.

Mario: Japanese food? Do you eat Japanese food?

Tritia: Sure.

Mario: You are Japanese-American and very proud of that fact. Does your diet even consider occasional trips to Little Tokyo maybe, or even at home eating Japanese food? Do you cook?

Tritia: Yes. I hate cooking. But I do cook. Sure, I cook lots of Japanese food, most of the stuff that my mom taught me that's not really restaurant-type, but of course, I do even more so than I used to. What's that have to do with anything?

Mario: Oh, I just want to know something about your domestic life.

Tritia: My domestic life is very prosaic, very dull, the humdrum kind of thing. The career consumes so much of my personal life too, I mean you can't talk to anybody without having your ears and your eyes open. They're afraid to talk to you a lot of the times.

Mario: What do you do to wind down? Escape? You went skiing. What else do you do on the weekends?

Tritia: I do a lot of reading, a lot. I'm currently involved in King Tut.

Mario: Because of a particular reason?

Tritia: Because of the stories for the station. I've become an amateur Egyptologist. In terms of winding down, I don't think you ever do, Mario, in this business. You just don't. You can't. Wind down means to be less persistent, to be less aware of what's going on, to me. And that means having to be always up on things.

Mario: You're always impeccable. You have excellent taste in clothes. Do you ever wear just grubbies?

Tritia: Of course I do. I even go grocery shopping. I do all of those things. There are days when I don't do my nails; I don't wash my hair; I don't do all those things. There are days when I don't wear any makeup like on weekends, certainly away from the studio. Those are the days I wish people didn't recognize me because I look so terrible.

Mario: Do you live in a house or an apartment?

Tritia: In a home.

Mario: How's it decorated? What kind of influence does Tritia Toyota have on the style of that house?

Tritia: Hand-me-down furniture. I haven't had the time to really fix it the way I want. And certainly, when we first got married, we didn't have the money so we didn't do anything and we still haven't done anything.

Mario: Time is your most bitter enemy is what you're telling me?

Tritia: Yeah, I don't have time for that kind of thing. I really don't. My desk at work and the stuff I have on my desk is more telling of me than my home is, I think.

Mario: What does your desk tell me of you?

Tritia: Well, besides just a terrible mess . . . if you think I'm immaculate you should see my desk, you should see my home. Most of the time it's terrible. It's just a mess. I can't find anything. Papers, books, magazines all over the place.

Mario: You're a Sansei, I gather now.

Tritia: Halfway between a Sansei and a Yonsei. I'm really fourth generation on my mother's side.

Mario: How bilingual are you?

Tritia: Not very at all. And to correct the situation, which is really awful, I've had to go to language school to take Japanese lessons. I started in April and it's been very, very slow.

Mario: You say you're an Egyptologist and you're learning about the culture of Egypt. How much of the culture of Japan do you know and have you read about?

Tritia: Oh, I guess enough, certainly more than was afforded me in college and graduate school and undergraduate school. We didn't do any of that. They never even heard of Japan really. We've been fortunate enough to go to Japan just once and that was three years ago. We'd like to go back this summer again, maybe fall.

Mario: Though you've been the model and inspiration for a lot of younger people, do you and your husband plan to have children at some point in time? Would you have the time?

Tritia: I don't have the time now. I don't know about the future.

Mario: Thank you. ●

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NAME: Jerry Simpson, St. Paul Public Schools

SUBJECT: Literature GRADE LEVEL: 6

Title of Lesson: Poetry by Asian American and Black Women

Group(s): Asian American and Black

Key Concept(s): Discrimination

Generalization(s): Many times minority women have been discriminated against in this country. Some of them have expressed their feelings about discrimination through poetry.

Behavioral Objective(s):

Each student will be able to name an Asian American female poet and a Black female poet and describe their literary forms.

Each student will be able to describe one area of concern expressed by each of the two poets in this lesson.

Teaching Procedures and Activities:

1. Teacher will write the word "discrimination" on chalkboard. Elicit from the students their understanding of the word. Ask students to give examples of discrimination orally as it relates to their own life experiences.

2. Using their own examples, students will write a poem or a piece of prose (see next page for definitions) using adjectives to describe how they felt while being discriminated against.

3. After each student reads her/his literary work, teacher will follow up with formal definition of the word "discrimination."

   Discrimination: Treating a person or persons unfairly on the basis of race and/or sex.

4. Teacher will encourage discussion of differences between writing prose and poems. After putting the two words on board, teacher will elicit from students

their responses concerning the two definitions. After discussion, teacher will define the two words and explain to the students the definitions.

Poem: Composition, sometimes written or spoken in rhythmical words or phrases.

Prose: A type of composition which is expressed through art, theory, and structure forms. (The ordinary language people use in everyday speaking and writing.) Rarely rhythmical.

5. Teacher will explain to students that they will look at different images of minority women and see how these images reflect reality. Explain to students that each poet expresses her valued concerns for herself, her family, and her race.

6. Teacher will explain to students that the first minority poet they will discuss is a Black woman, Nikki Giovanni. Teacher should explain that she has written numerous books and display as many of her books as possible. Note: Many of her books are listed in the bibliography; however, they may not be elementary-level material.

7. Pass out to students a copy of "Nikki-Rosa." Allow students ample time to read the poem.

   Key discussion questions:

   a. Who is Nikki-Rosa? (Nikki Giovanni.)

   b. Why did she write a poem about herself and refer to herself as Nikki-Rosa? (That was her childhood name.)

   c. What two areas of her life does she refer to in the verses? (Her youth and the current period, when she is a popular poet.)

8. Students will develop a clearer understanding of prose by writing a description of their childhood. They should include their likes and dislikes.

9. Teacher should group students according to working abilities and pair them off. They are to choose a poem by another Black poet or another one by Nikki Giovanni. Suggested resources include: Nikki Giovanni's Spin a Soft Black Song; Gwendolyn Brooks's Bronzeville Boys and Girls; Eloise Greenfield's Honey, I Love.

10. Students may choose their presentation method. Each pair of students will have to interpret the literary work as they view the expressed concerns. Suggestions include: role playing, debating the issues, constructing a mural, writing a letter to the poet.

11. Students should list not fewer than two concerns that Black poets have expressed in their literary works.

12. Teacher will pass out to each student a copy of "Not Yet Brothers . . . And Sisters." Allow students ample time to read it.

    Key discussion questions:

    a. Who wrote " . . . And Sisters"? (An Asian American woman.)

    b. What specific problem is this young woman confronted with? (Being accepted by other Asian Americans as well as other groups of people.)

    c. What does this young woman feel a great need to do? (Study her culture and write of how she feels about her race.)

    d. Why do you think she feels left out? (Answers will vary.)

    e. Does she have a solution to the problem? (Yes. She suggests that people must become more aware of the purpose of the group, which is to work together to link a dream.)

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13. Teacher will give students the assignment of writing a piece based on the solutions they feel will help resolve this young woman's concerns.

14. Student pairs will read one poem from Sojourner IV and interpret it by role playing, debating the issues, or making a scrapbook with a collection of poems by Asian American women.

Evaluation Procedures:

Each student will be able to name one Black American female poet and one Asian American female poet and explain the type of literary form each poet uses. (Students should name the work and explain her/his own interpretation.)

Each student will be able to describe the female poets and their areas of concern.

Resources and Materials:

Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper & Row, 1956.

Giovanni, Nikki. Ego-Tripping. New York: Lawrence Hill and Co., 1973.

Giovanni, Nikki. Spin a Soft Black Song. New York: Hill & Wang, 1971.

Greenfield, Eloise. Honey, I Love. New York: Thomas Y. Crowell Co., 1978.

Hsy, Kai-Yu, and Palubinskas, Helen. Asian-American Authors. Boston: Houghton Mifflin, 1972.

Sojourner IV. Asian Writers Project. Berkeley, Calif.: Berkeley Unified School District, 1974.

Reprint of "Not Yet Brothers . . . And Sisters"

NOT YET BROTHERS...

ABC:

"Hey Look! What's _____ talkin' to that FOB for? That's the third time today. She's just trying to look like she knows everyone."

FOB:

"There's that ABC chick talkin' to _____ again. She must like him or something. Poor _____! Now he's stuck with her following him."

"We better talk to those two over there. Better tell 'em that oil and water don't mix. FOB don't go with ABC. Come on, let's break it up."

ABC:

"So you guys are gonna go to the Pot Luck? Good. We need some people there. What are you goin' to bring? Winter Melon? What's that!?!?!?"

(This guy's o.k. as a brother! But I hope my friends don't see me talkin' with him.)

FOB:

"I don't know if I can make it to the Pot Luck because I have to work tonite. Maybe I'll come late. Who's goin'? Any of my friends? No? Well, I don't know if I can make it."

(At first I thought you were different
Because we rapped as brother and sister
You came over and said "Hi" when no one else bothered
But looking at your face, and especially your eyes
I see that it is the same
Your eyes keep watch
To make sure no friends are around
And your face changes when you spot them
Voices, words.
They hide your feelings well
But your eyes will always give you away
So when you're ready
To treat me like a brother
Even around your friends
Then I'll open up
and not before.)

...AND SISTERS

Asians,
always ridiculing
criticizing, despising
me!
To them,
the word was
"stay away,
she's poison."
I was in
a world
of my own.
Enclosed
by my own
people, Asians,
a wall,
a barrier
that I constantly
ran into.
One that I couldn't break.

"Asian Writers Project"
maybe that's
the answer.
Get involved,
socialize
I got
into the class with the
intention of
overcoming my
differences...

Cliques
table 1
table 2, 3, and 4
Cliques, cliques, cliques!
But things can
be better.
If we try
"everyone"
To become
aware that
the purpose
of the class
is to work
"together"
Yes, "TOGETHER"
the linking dream.

Same classroom,
Same people,
Same teacher,
Same attitudes.
So impersonal maybe the people some of the time.
So open may the people some of the time.
I feel quiet and shy,
when I am around my own kind.

I don't understand how there can be unity
when your own kind doesn't accept you.
We are alienated
from one another. I enjoy associating with my
fellow Asians, but get discouraged
when I am considered an outcast.

But in spite of my feelings, I feel the need
to study my culture, and even write how
I feel about my race.

I never thought of my friends back in Guam as being valuable. Kids around Berkeley aren't so friendly. Sure, they rap with you once in a while, but that's all. But for me, friendship is important, too. In Guam, practically every new kid in school would be up and around with the oldtimers in school. But here, you have to be around for a long, long, long time before you're in. You have to be born here to have a friend. That's how I feel. It doesn't bother me not to have that many friends but I worry about those who are bothered. For them, days would just drag, the same thing day after day.

Some people just think of themselves and no one else. For others, friendships are the only thing they live on. And without friendship, they're just not there. I don't know what it is that is so different with kids here; but don't you worry, I know I'll find that out for myself.

NAME: Project Staff

SUBJECT: Reading GRADE LEVEL: 6

Title of Lesson: Biographies

Group(s): Asian American, Black, and Hispanic

Key Concept(s): Discrimination

Generalization(s): Minority women have experienced discrimination in American society. Some minority women have fought the discrimination that they have experienced.

Behavioral Objective(s):

Each student will be able to name three minority women--one Asian American, one Black, and one Hispanic--who have experienced discrimination, and describe how each fought it.

Teaching Procedures and Activities:

1. Students will read the following stories:

   a. Rosa Parks by Eloise Greenfield.
   b. "Ida Wells Barnett" from Black Women of Valor, page 54.

2. Students will list three examples of discrimination that the main characters in their readings experienced.

   Examples:

   Rosa Parks--segregation on city buses (Blacks in the back seats and whites in the front).

   Ida Wells Barnett--segregation in railway trains (white women sat in the ladies' car, Blacks rode in the "Blacks Only" car or in the smoking car).

3. Elicit responses to the following questions:

   a. In what way are these women similar? (Both women were fighting discrimination and segregation in public facilities.)

b. In what way were these two readings similar? (In both stories, the people involved were fighting for equal conditions.)

c. How did each of these women feel? Why? (Each woman felt bad about some of the conditions in her life because she was Black and made to feel different and left out.)

4. Students will read the following selections from La Chicana:

   a. "Emma Tenayucca: Chicana Labor Leader," page 24. (Reprinted following lesson plan.)

   b. "Chicanas Strike at Farah," page 32.

   Students will answer the study questions at the end of the selections.

   Teacher should review and discuss student answers with the class.

5. Students will read the following selections from Asian-American Women:

   a. "A Korean Experience," page 31.

   b. "It Was like a Pack of Wolves," page 53.

   c. "What Are You?" page 61.

   Students will answer the study questions at the end of the selections.

   Teacher should review and discuss student answers with the class.

6. Supplementary Activity: Using strips of paper, students will make a sequential filmstrip based on the life and accomplishments of each woman they studied in this unit. Filmstrips should include instances of discrimination each of these women faced and descriptions of how she attempted to deal with them.

Evaluation Procedure:

Each student will write an essay including at least one example, for each group listed, of a woman who has experienced discrimination, and a description of what it was like and how she attempted to do something about this unequal treatment.

Resources and Materials:

Asian-American Women. Berkeley, Calif.: Berkeley Unified School District, Women's Studies Program, 1977.

Burt, Olive. Black Women of Valor. New York: Julian Messner, 1974.

Greenfield, Eloise. Rosa Parks. New York: Thomas Y. Crowell Co., 1973.

La Chicana. Berkeley, Calif.: Berkeley Unified School District, Chicano Studies and Women's Studies Programs, 1977.

Reprint of article on Emma Tenayucca

Emma Tenayucca and the Pecan Shellers of San Antonio, Texas

During the 1930's in San Antonio, Texas, the pecan shelling industry employed about 12,000 workers. About 80 percent of the pecan shelling workers were Chicana (Mexican) women. Although pecan shelling is a very difficult and tedious job, workers were paid extremely low wages. The meat of the pecan had to be taken out by hand and workers had to be careful not to break the meat into pieces, since they were paid less for broken pieces. Workers were paid 3 cents a pound for the small broken pieces, and 5 cents a pound for halves. If a worker could shell 8 pounds in an 8-hour day, she would earn less than $2.00 a week. Most workers earned less than that. In 1934 the average earnings were $1.29 per week for a 54-hour week.

Because of the low wages, entire families had to work just to barely survive. Many mothers were forced to take their children into the factories either because they needed the earnings of their children or because they had nowhere to leave them while they were at work. For these women and children work did not end at the end of the work shift. Most families took pecans home. Together in the evening they would shell late into the night.

Working conditions were unsanitary. Workers were crammed into rooms with little or no ventilation. It was not unusual to have 100 workers in a room that was only 25 by 40 feet. Lighting was poor. Toilets and running water were not always provided.

The pecan shellers were dissatisfied with their working conditions. No matter how hard they worked, they could not earn enough money for the needs of their families. Even if the entire family worked, including the children, they barely got by.

The owners of the pecan factories were not concerned about the needs or suffering of the workers. They were interested only in making profits. The president of the largest company, the Southern Pecan Shelling Company, said that 5 cents per day was sufficient to support the Mexican pecan shellers because they ate a good many pecans while they worked. Since no limit was set on the amount they could eat, money earned could be used for any additional wants that the shellers might wish to satisfy. Another company official said that Mexican workers did not care to make much money. They were satisfied to earn little, and besides, they had a nice warm place to work, could visit with their friends, and could bring their children to work.

The low wages received by Chicana (Mexican) pecan workers were conditioned both by the practice of paying women workers lower wages, and by the fact that due to racism, minorities were paid lower wages than were white workers.

In Texas, as in many other states, Chicanos, Blacks, and other racial minorities were treated differently from Whites. "White Only" signs were posted in businesses. There were separate bathrooms marked "For Whites Only." Chicanos and other minorities were not allowed to live in certain neighborhoods.

Chicanas were very aware of the fact that they were considered inferior and treated as second-class citizens. Their low status and low wages had a devastating effect on the living conditions of their families and the entire Mexican community.

Most Chicano families lived on the West Side of San Antonio in one of the worst slum areas. Some families lived in run-down wooden shacks. Most homes did not have running water and toilets. Only 25 percent of the homes had electricity. Because of the poverty and unsanitary living conditions, many infants and children suffered from diseases such as tuberculosis and malnutrition. Because children had to work or because of illness, only 40 percent went to school.

The West Side of San Antonio was considered the "Mexican" section. Even those Chicanos who were better off than the average pecan worker lived on the "Mexican" side. The ones who were better off economically lived closest to the section that was considered the Anglo part of town. It was here that Emma Tenayucca grew up.

Emma liked school, and was a bright and serious student. One of her teachers took an interest in her and began giving her books to read. Emma began to spend much of her time in the public library. Many of the books she read spoke about freedom and equality for all citizens. However, Emma knew this was not true. She began to question the way in which Chicanos, Blacks, and poor working people were treated. She saw that some people were treated better than others. Some had good jobs, nice homes and neighborhoods, and good schools. Poor people had low-paying jobs, shacks in the slums, and inferior schools.

Emma wanted to do something about this unequal treatment. After graduating from high school she decided to dedicate her life to struggle for better treatment for poor people, especially Chicanos. She began organizing her neighbors in the barrio (Chicano quarter).

Emma wrote articles defending the rights of Chicanos and other oppressed people. She was very concerned that many young Chicanos were not receiving an adequate education. She spoke against child labor, because children could not attend school if they had to work. She demanded the rights promised to Chicano people under the Treaty of Guadalupe Hidalgo. One of these rights is the use of the Spanish language. She felt the suppression of the Spanish language and of the Chicano culture was responsible for the high dropout rate among Chicanos.

She organized many rallies and demonstrations. On February 25, 1931, Emma and other community leaders organized a demonstration in Austin, the state capital. They demanded unemployment benefits for unemployed workers.

From then on, most of her time and energy went to helping the pecan workers organize to demand higher wages and better working conditions. She became one of the leaders during the pecan shellers' strike.

On February 1, 1938, pecan shellers walked off their jobs in protest. Their already miserable wages were reduced by 1 cent per pound. Now they would receive only 2 cents per pound for small pieces and 4 cents per pound for halves. The workers refused this cut in their pay. Thousands of workers throughout San Antonio walked out in protest and organized a strike.

Emma became one of the leaders of the strike. Most of the striking workers were Chicana women. Many, including Emma, were jailed. Tear gas was used against the strikers and many were harassed and beaten by the police. Strikers were arrested for carrying picket signs and for standing on the sidewalk. Those arrested were thrown in jail and fined 10 dollars. Throughout the strike 1,000 people were arrested. When the women were arrested their children were often also thrown in jail.

This treatment only make the striking workers more determined. They continued to picket and demonstrate for their rights. The strike lasted 37 days. Finally the union, United Cannery, Agricultural, Packing and Allied Workers of America, of the Congress of Industrial Organizations (CIO), negotiated a settlement. The workers won a salary increase. They were to be paid 5 cents per pound for pieces and 6 cents per pound for halves.

A 1-cent increase was certainly not very much money. But the workers were satisfied because they had struggled together. Their strike was successful. The police and the companies tried to break their strike, but they could not. The women, men, and children learned that by struggling together, changes can be made.

However, the victory was short-lived. The Fair Labor Standards Act forced the industry to pay the minimum wage of 25 cents an hour. Rather than pay this salary increase the pecan industry owners found it more profitable to mechanize the industry and lay off about 7,000 workers.

Sources:

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Peyton, Green. San Antonio: City in the Sun. New York: McGraw-Hill, 1946.

Shariro, Harold A. "The Pecan Shelling of San Antonio, Texas." Southwestern Social Science Quarterly, Vol. 32, March 1952.